As a community, we prepare lifelong learners to achieve their full potential in a complex and interconnected world.

Reynolds School District
Board of Education Regular

November 18, 2020
7:00 PM
Virtual Meeting

I.	**6:00p - Executive Session**	**3**
	The Reynolds School Board and the Superintendent will recess into Executive Session at 6:00p, under ORS 192.660(2)(b) Personnel and ORS 192.660(2)(d) Negotiations. Executive Session is closed to the public.	
II.	**7:00p - Call to Order**	**4**
	A. Pledge of Allegiance	5
	B. Land Acknowledgement	6
	C. Consider Approval of the November 18, 2020 Agenda	
III.	**7:10p - Board Recognition**	**7**
	A. Student Recognition	8
	B. Staff Recognition	9
	C. Volunteer/Community Partner Recognition	10
	D. Resolution on Black Lives Matter	11
IV.	**7:20p - Public to be Heard**	**15**
	Members of the public will address the board with comments and the board will listen only. Public Comment will be limited to 7 speakers with 3 minutes each. Forms must be turned in before the meeting start time.	
V.	**7:50p - Bargaining Group Updates**	**16**
VI.	**8:00p - Presentation to the Board**	
	A. Center for Educational Effectiveness (CEE) - John Steach	17
	B. All Students Belong Initiative - Dr. Christopher Ortiz and Dr. Angela Freeman	51
	C. All Students Belong Policy - First Reading	62
	D. Hybrid Blueprints - Dr. Angela Freeman	66
VII.	**9:00p - Board Reports**	**542**
	A. Board Announcements	
	i. Individual Board Members - Announcements and Reports	
	ii. Upcoming Board Meetings	
VIII.	**9:10p - Superintendent's Reports**	**543**
	A. Announcements/Reports	
	B. Student Achievement	
	i. CDL Update	544

C. Equity
i. Oregon Center for Educational Equity work with RTT
ii. White Fragility Book Study and Seminar with Robin D'Angelo
iii. University of Washington Equity Leadership Work
iv. BIPOC Affinity Groups
D. Communications
E. Fiscal Responsibility
i. Financial Report 548
ii. Enrollment Report 561
IX. **9:50p - Consent Agenda** **567**
A. Approval of Personnel Order
B. Approval of Prior Meeting Minutes 568
C. Acceptance of Grants
i. Partners for a Hunger Free Oregon Emergency Support Fund 572
D. Intergovernmental Agreements
i. Approval of an IGA for a Rosemary Anderson Learning Specialist 580
ii. Approval of an IGA for Columbia Regional Autism Services 589
E. Authorization to Spend
i. Five-Year Copier Lease with Pacific Office Automation 601
ii. 2020-2021 Bulk Fuel Purchases 613
F. FY21 E-Rate Contract for Reynolds School District 672
G. Approval of Alternative Education Programs 692
X. **9:55p - Action Items**
A. Approval of an MOU with REA for Special Education Eligibility Testing 696
B. Approval of an MOU with OSEA on Union Rights HB 2016 699
C. Resolution 2020-2021-011: Amending the Adopted Budget 706
XI. **10:00p - Board Discussion** **712**
XII. **10:10p - Adjourn** **713**

Reynolds School District

EACH AND EVERY CHILD PREPARED FOR A WORLD YET TO BE IMAGINED

To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

Subject: **Executive Session**

Policy: Executive Session - BDC

Date: November 18, 2020

Action ☐
Report ☒

Connection to Board Goals

☒ Student Achievement ☒ Equity ☒ Fiscal Responsibility ☒ Communications

School Board Core Belief/Commitment #4: We believe that the heart of a high-performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

Summary:
The Reynolds School Board and the Superintendent will recess into Executive Session at 6:00p, under ORS 192.660(2)(a) Personnel, ORS 192.660(2)(d) and Negotiations.
Executive Session is closed to the public.

Previous Board Action:
Not Applicable

Background:
Not Applicable

Financial Implications:
Not Applicable

Alternatives:
Not Applicable

Staff Recommendation:
Not Applicable

Motion:
Not Applicable

Reynolds School District

EACH AND EVERY CHILD PREPARED FOR A WORLD YET TO BE IMAGINED

To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

Subject: **Call to Order and Land Use Acknowledgement**

Policy: Board Meetings BD/BDA
Conduct of Board Meetings BDDF

Date: November 18, 2020

Action ☒
Report ☐

Connection to Board Goals

☐ Student Achievement ☐ Equity ☐ Fiscal Responsibility ☒ Communications

School Board Core Belief/Commitment #4: We believe that the heart of a high-performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

Summary:

a. Call to Order
b. Pledge of Allegiance
c. Land Use Acknowledgement
d. Approval of the October 28, 2020 Agenda

On March 17, Governor Kate Brown temporarily suspended public gatherings in response to the COVID-19 pandemic. Because of this order, Reynolds School District Board Meetings will be virtual until further notice.

Although members of the board are not gathered in a central, physical location, we do have a quorum present at this meeting by video-conferencing.

Land Acknowledgement

We will open tonight's meeting by acknowledging the traditional Indigenous inhabitants of this land. The purpose of these statements is to show respect for indigenous peoples and recognize their enduring relationship to the land. Practicing acknowledgment can also raise awareness about histories that are often suppressed or forgotten.

Motion:

I move to approve the November 18, 2020 agenda as presented.

Land Use Acknowledgment & Guidelines

Reynolds School District

Approved and Apdopted on May 27, 2020

Reynolds School District expresses our gratitude and appreciation to traditional village sites of the Multnomah, Kathlamet, Clackamas, bands of Chinook, Tualatin, Kalapuya, Molalla and many other Tribes who made their homes along the Columbia River, and which is now home to a vibrant native community representing over 400 different tribal nations.

We believe that it is our responsibility as a school district to educate our students, staff and families about the true history of colonialism and the continued need to address colonialism today. This land acknowledgement will encourage our community to reflect upon the land we are standing on and engage in conversations centered in honoring the land.

Land acknowledgments will take place in conjunction with the Pledge of Allegiance, which will be recited after the Land Use Acknowledgement, during the following times:

- School Board meetings
- District-wide community meetings
- School assemblies
- Athletic Competitions
- Parent and community school evening events

Land Use Acknowledgment

We respectfully acknowledge that the land on which we are gathering today is the traditional homeland of a diverse array of indigenous tribes and bands. Multnomah County rests on traditional village sites of the Multnomah, Wasco, Cowlitz, Kathlamet, Clackamas, Bands of Chinook, Tualatin, Kalapuya, Molalla, and many other tribes who made their homes along the Columbia River, creating communities and summer encampments to harvest and use the plentiful natural resources of the area. Multnomah County is now home to a vibrant indigenous community representing over 400 different tribal nations.

We recognize Indigenous peoples as the traditional stewards of this land and acknowledge the enduring relationship between the land and the people since time immemorial. We make this acknowledgement to open a space of recognition, inclusion, and respect for our sovereign tribal partners and all indigenous students, families, and staff in our community.

Reynolds School District

EACH AND EVERY CHILD PREPARED FOR A WORLD YET TO BE IMAGINED

To:	Board of Directors
From:	Dr. Danna Diaz, Superintendet of Schools
Prepared by:	Stephanie Field, Director of Communication and Community Relations
Subject:	**Board Recognition**
Policy:	Community Relations - KAA
Date:	November 18, 2020

Action ☐
Report ☒

Connection to Board Goals

☒ Student Achievement ☒ Equity ☒ Fiscal Responsibility ☒ Communications

School Board Core Belief/Commitment #4: We believe that the heart of a high-performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

Summary:

The Board will publicly recognize students, staff, and community partners including:

- Student Recognition: Eh Da Da
- Community Partner/Volunteer Recognition: Ricardo Dominguez-Canche
- Staff Recognition: Jacqueline Crocket

Reynolds School District

Reynolds School Board

STUDENT RECOGNITION

November 2020

Eh Da Da

Reynolds School District

Reynolds School Board

STAFF RECOGNITION

November 2020

Jacqueline Crocket

Reynolds School District

COMMUNITY PARTNER OF THE MONTH

November 2020

Ricardo Dominguez-Canche

Reynolds School District

EACH AND EVERY CHILD PREPARED FOR A WORLD YET TO BE IMAGINED

From: Reynolds School District Board of Directors

Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

Subject: **Resolutions Read to the Public**

Policy: District Equity Policy – IKAAA/GCCB/GDCB

Date: November 18, 2020

Action ☐
Report ☐

Connection to Board Goals

☐ Student Achievement ☐ Equity ☐ Fiscal Responsibility ☐ Communications

School Board Core Belief/Commitment #2: We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities.

Summary:

The Reynolds School District School Board would like to read the following proposed Resolution at this time:

A. Resolution #2020-2021-010 Black Live Matter

The Board will take action on resolutions later in the meeting.

RESOLUTION #2020-2021-010

RESOLUTION SUPPORTING BLACK LIVES MATTER IN THE REYNOLDS SCHOOL DISTRICT

WHEREAS, Black Lives Matter; and

WHEREAS, Reynolds School District is charged by students to continue the real work of repairing the damage of racial injustice, brutality, and hatred by bringing messages of understanding, love, and belonging more fully to our schools; and

WHEREAS, Reynolds School District promotes nondiscrimination and an environment free of harassment based on an individual's race, color, religion, sex, sexual orientation, gender identity or expression, national original, marital status, age or disability; and

WHEREAS, public schools and school districts in Oregon are subject to all federal and state laws and constitutional provisions prohibiting discrimination; and

WHEREAS, Reynolds School District is committed to ensuring in words and actions that every student has access to the resources and supports they need to thrive in school; and

WHEREAS, Oregon state law requires school districts to provide a free appropriate education to all children between the ages of 5 and 19 who reside within the district (ORS 339.115); and

WHEREAS, the State Board of Education has directed all Oregon school districts, public charter schools, and education service districts to review and, where necessary, strengthen relevant policies, procedures, and practices, including those related to addressing racial bias incidents, with attention to non-punitive, remedial approaches (OAR 581-022-2312); and

WHEREAS, the U.S. Office of Special Counsel issued an advisory opinion that it is not a violation of the Hatch Act for federal employees to show support for the Black Lives Matter movement and the Black Lives Matter Global Network while on duty, including wearing or displaying materials related to the cause, because they address issues such as racism, which are not inherently aligned with a single political party and do not meet any criteria for a "partisan political group"; and

WHEREAS, we strongly support the declaration that "Black Lives Matter" in the findings sections of several bills enrolled by Oregon's bipartisan Legislature (HB 4203 , HB 4205 , HB4207); and

WHEREAS, we acknowledge that throughout Oregon's history, institutional and structural racism have caused division and fear for our communities, and that we share in the responsibility to respond to these circumstances on behalf of all Oregon school districts, educational professionals, students and families;

WHEREAS, we acknowledge that the authors of Oregon's constitution declared that no Black people could reside in the state or hold real estate, a law that wasn't repealed until 1926; and that racist language in the state constitution wasn't removed until 2002, all of these causing lasting negative consequences for Black communities; and

WHEREAS, we acknowledge that across the U.S. Black students are more heavily disciplined and referred to law enforcement than White students, as well as other critical inequalities that schools will continue to perpetuate without proactive implementation of anti-racist policy and practice (EdWeek, 2017); and

WHEREAS, an undeniable series of tragic events and crises have unfolded in Oregon and around the U.S., including the COVID-19 pandemic, wildfires, and violence driven by systemic racism that have stacked harm upon harm against Black, Indigenous, Native American, people of color, tribal communities, and tribal governments; and

WHEREAS, we cannot legislate away racism but we can help bring it to light; and

WHEREAS, in believing that silence and inaction allow racism to remain prevalent in our schools, we declare that "Black Lives Matter" in order to reinforce that the lives of Black educators, staff, students, and everyone in school communities are just as valuable as anyone else's life; and that Black students matter and belong in our classrooms, just like all other students;

NOW, THEREFORE, BE IT RESOLVED that Reynolds School District:
(1) Renews its commitment to anti-racism, equity, and access to education as a core value, manifested by a steadfast commitment to creating a welcoming environment for all students and families and direction of the supports and resources needed to eliminate barriers and promote student success; and

(2) Urgently requests that all Oregon school districts, public charter schools, and education service districts affirm that "Black Lives Matter" by striving to make space in classrooms and within the school community for dialogue and support for issues of race and equity; and

(3) Urgently requests that Oregon school districts, public charter schools, and education service districts support educators and others who are making a special effort to let Black students and families know that they belong and are valued members of the school community; and

(4) Urgently requests that Oregon school districts, public charter schools, and education service districts communicate to students, families, employees, and their communities their policies and practices and their commitment to providing all students with a high quality public education regardless of race; and

(5) Urgently requests that Oregon school districts, public charter schools, and education service districts consult with local and state community partners to develop, implement, and/or strengthen comprehensive networks of support for students and families who are experiencing increased harassment, violence, bullying, or hatred based on race; and

(6) Urgently requests that Oregon school districts, public charter schools, and education service districts validate that "Black Lives Matter" through resolutions consistent with this Resolution; and

(7) Commits to supporting efforts by the Oregon Department of Education, Oregon school districts, public charter schools, charter schools, education service districts, and educational leaders to create and nurture an inclusive and welcoming environment for all students, families, and employees in which All Students Belong.

Adopted this 15th day of November 2020

Signed:

_____

Chair, Reynolds School District Board of Directors

Attest:

_____

Superintendent/Clerk

Reynolds School District

EACH AND EVERY CHILD PREPARED FOR A WORLD YET TO BE IMAGINED

To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

Subject: **Public to be Heard**

Policy: Public to be Heard - BDDH
Public Comment at Board Meetings - BDDH-AR

Date: October 28, 2020

Action ☐
Report ☒

Connection to Board Goals

☐ Student Achievement ☒ Equity ☐ Fiscal Responsibility ☒ Communications

School Board Core Belief/Commitment #4: We believe that the heart of a high-performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

Summary:
Members of the public will address the Board with comments and the Board will listen only. The Board may choose not to address a request if it does not fall within the scope of Board Governance. Oregon law prohibits the Board from discussing specific employees or their job performance.

Those wishing to speak must complete a Public Comment Form on the RSD website between Friday at 5p and Monday at 5p, before the meeting.

Public comment will be limited to the first seven forms turned in. All other submissions will be given to the Board as written comment.

Those providing spoken comment will be moved from attendee to panelists during the Public Comment portion of the agenda. Each speaker will have three minutes. There will be a timer on the screen, giving them warnings when they have one minute left and again at 30 seconds left.

Reynolds School District

EACH AND EVERY CHILD PREPARED FOR A WORLD YET TO BE IMAGINED

To:	Board of Directors
From:	Dr. Danna Diaz, Superintendent of Schools
Prepared by:	Kaylie Jeffries, Executive Assistant to the Superintendent
Subject:	**Bargaining Group Updates**
Policy:	Board Meetings - BD/BDA, Conduct of Board Meetings - BDDF
Date:	November 18, 2020

Action ☐
Report ☒

Connection to Board Goals

☐ Student Achievement ☐ Equity ☐ Fiscal Responsibility ☒ Communications

School Board Core Belief/Commitment #4: We believe that the heart of a high-performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

Summary:
Each Bargaining Group, Reynolds Education Association (REA), Oregon School Employees Association, Chapter 37 (OSEA), and Reynolds Administrative Group (RAA) will provide the Board of Directors with updates.

Previous Board Action:
Not Applicable

Background:
Not Applicable

Financial Implications:
Not Applicable

Alternatives:
Not Applicable

Staff Recommendation:
Not Applicable

Motion:
Not Applicable

Reynolds School District

EACH AND EVERY CHILD PREPARED FOR A WORLD YET TO BE IMAGINED

To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

Subject: **Center for Educational Effectiveness Presentation**

Policy: Academic Achievement – IK, Instructional Goal – IA

Date: November 18, 2020

Action ☐
Report ☒

Connection to Board Goals

☒ Student Achievement ☒ Equity ☐ Fiscal Responsibility ☒ Communications

School Board Core Belief/Commitment #3: We believe that high-quality first-time instruction will eliminate the opportunity gap. We commit to setting high expectations and providing intentional professional development for instructional leaders.

Summary:
John Steach, with The Center for Educational Effectiveness, will give the Board an overview of how CEE will collect and report data for Reynolds School District this year.

Previous Board Action:
Not Applicable.

Background:
CEE provides comprehensive data and consulting services to meet the challenges and mandates for increased student learning. Their data analytics, surveys, and on-site consulting provide districts and schools with the tools to conduct deep analysis of student performance, stakeholder perceptions, and the effectiveness of current practices. User-friendly tools make it easy to identify strengths along with areas of concern requiring change.

Financial Implications:
Not Applicable

Alternatives:
Not Applicable

Staff Recommendation:
Not Applicable

Reynolds 2013 Mission & Vision

What will the Future Look Like?

Strategic Plan Monitoring

The Center for Educational Effectiveness

Nov. 2020

John Steach, CEO

The Center for Educational Effectiveness

Reynolds School District

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Mission: ***Each graduate embraces lifelong learning and applies skills in technology, global literacy, creativity, and critical thinking to enhance family, career, and community.***

Reynolds School District

Core Belief/Commitment #1:

We believe that all students, families, and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.

Core Belief/Commitment #2:

We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities.

Core Belief/Commitment #3:

We believe that high-quality first-time instruction will eliminate the achievement gap. We commit to setting high expectations and providing intentional professional development to instructional leaders.

Core Belief/Commitment #4:

We believe that the heart of a high-performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

Vision:

Each and every child prepared for a world yet to be imagined.

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Start with

the "WHY"!

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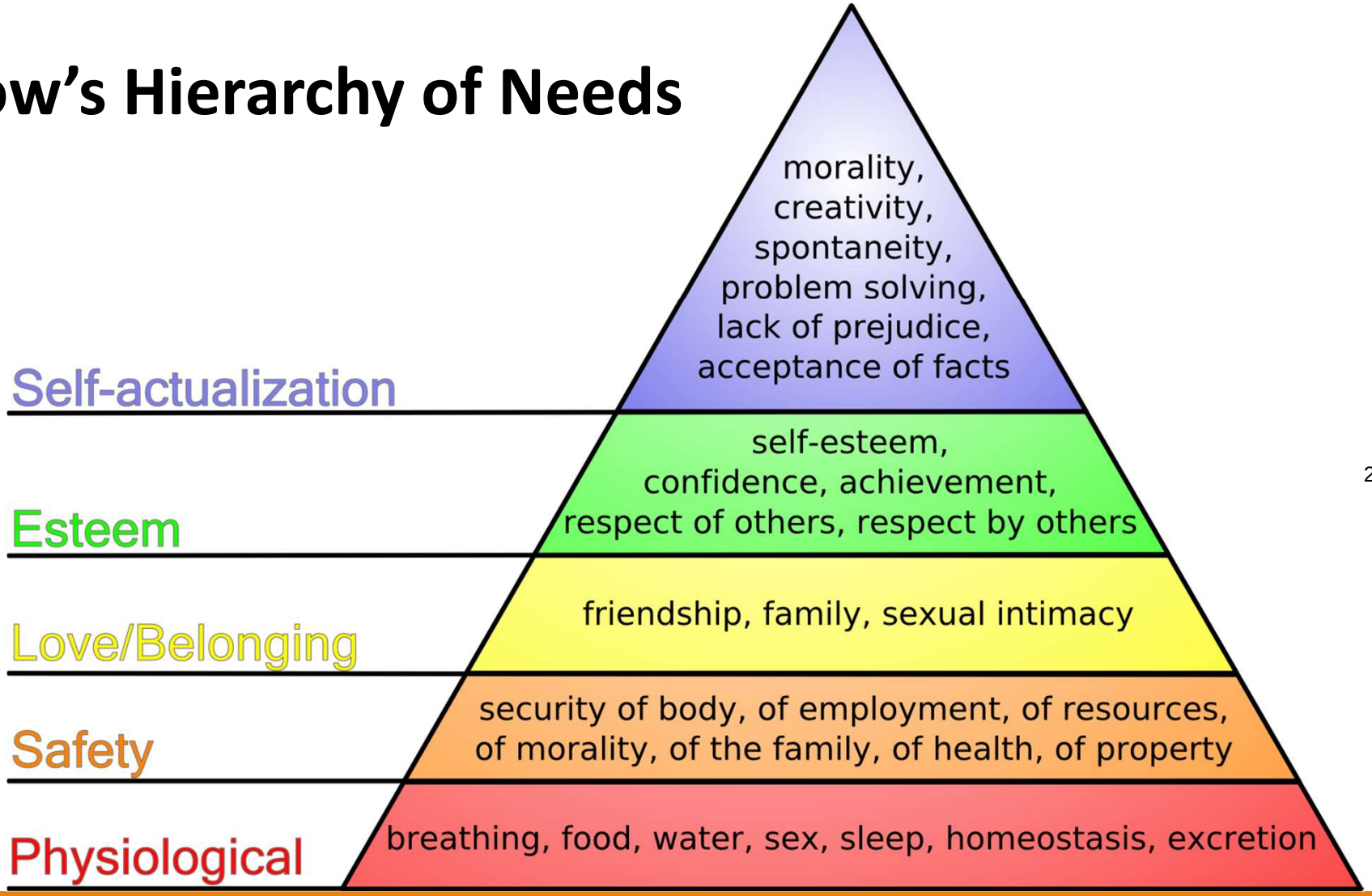
Maslow's Hierarchy of Needs



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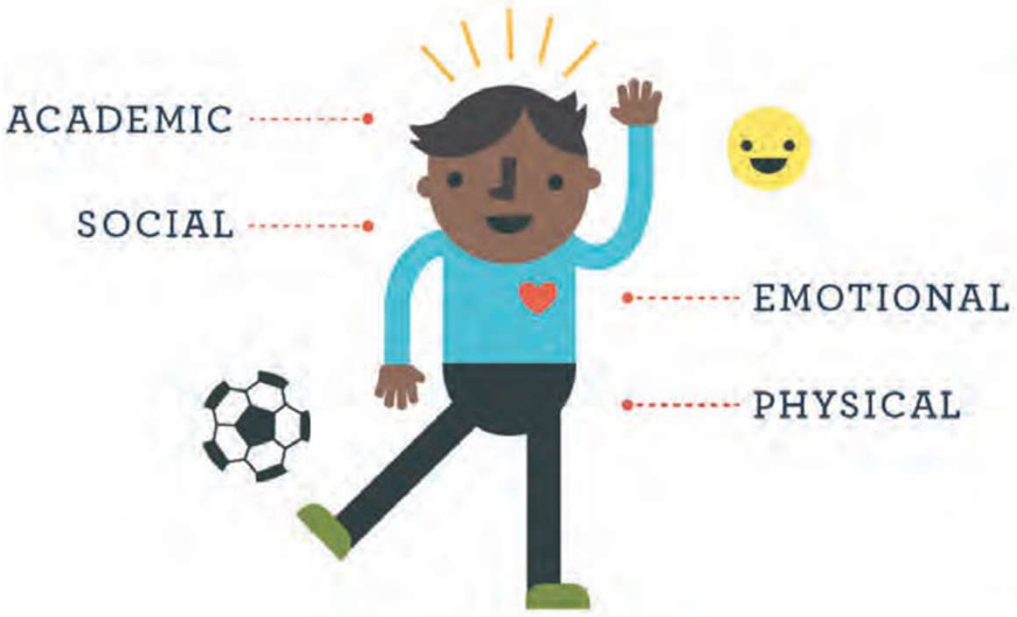

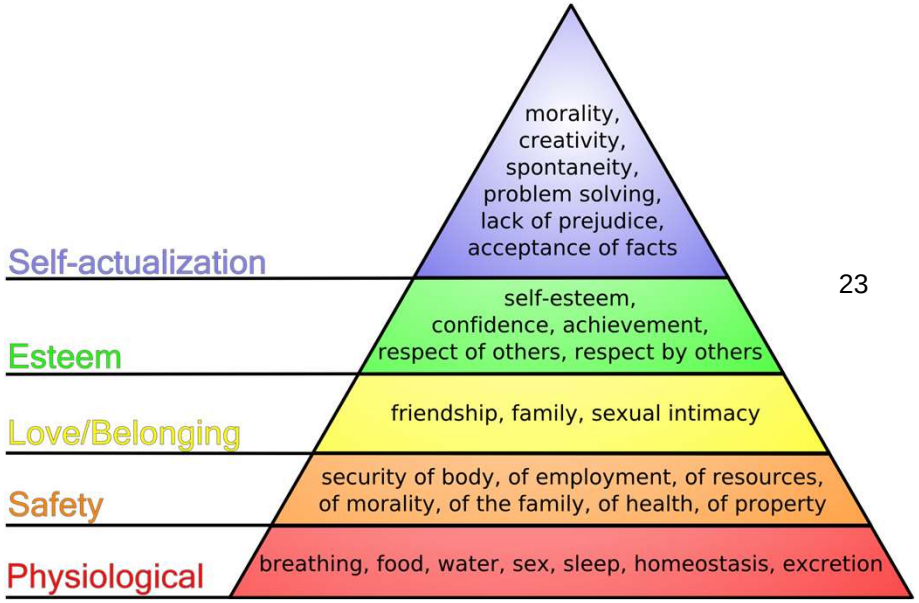

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Maslow's Hierarchy of Needs

Challenged

morality, creativity, spontaneity, problem solving lack of prejudice, acceptance of facts

Self-actualization

Supported

Self-esteem, confidence, achievement, respect of others, respect by others

Esteem

ASCD Whole Child

Engaged

Friendship, family, sexual intimacy

Love/Belonging

Safe

Security of body, of employment, of resources, Of morality, of the family, of health, of property

Safety

Healthy

Breathing, food, water, sex, sleep, homeostasis, excretion

Physiological

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ASCD Whole Child

Challenged

Each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment.

Self-actualization

Supported

Each student has access to personalized learning and is supported by qualified, caring adults.

Esteem

Engaged

Each student is actively engaged in learning and is connected to the school and broader community.

Love/Belonging

Safe

Each student learns in an environment that is physically and emotionally safe for students and adults.

Safety

Healthy

Each student enters school healthy and learns about and practices a healthy lifestyle.

Physiological

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Structures & Supports

ASCD Whole Child

Challenged

Each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment.

Self-actualization

Supported

Each student has access to personalized learning and is supported by qualified, caring adults.

Esteem

Engaged

Each student is actively engaged in learning and is connected to the school and broader community.

Love/Belonging

Academic

Most Kids: Personalized Learning, Core Curriculum & Instruction

Some Kids: Tier II Interventions, Additional Supports, Peer Tutors, Comprehension Groups, IEPs

A Few Kids: IEPs, Targeted Programs

Social/Emotional

Most Kids: Home, Family, Friends, Church, Mindfulness, Equity Work, PBIS, After-School Programs

Some Kids: Restorative Practices, Anti-Bullying, Home Visits

A Few Kids: Mental Health, Restorative Practices

Physical

Most Kids: Home, Family, Friends

Some Kids: F&R Lunch, Food Pantries, Community Services, Faith-Based Partners

A Few Kids: CPS, Foster Care, Students in Trans.

Safe

Each student learns in an environment that is physically and emotionally safe for students and adults.

Safety

Healthy

Each student enters school healthy and learns about and practices a healthy lifestyle.

Physiological

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Structures & Supports

Academic

Most Kids: Personalized Learning, Core Curriculum & Instruction
Some Kids: Tier II Interventions, Additional Supports, Peer Tutors, Comprehension Groups, IEPs
A Few Kids: IEPs, Targeted Programs

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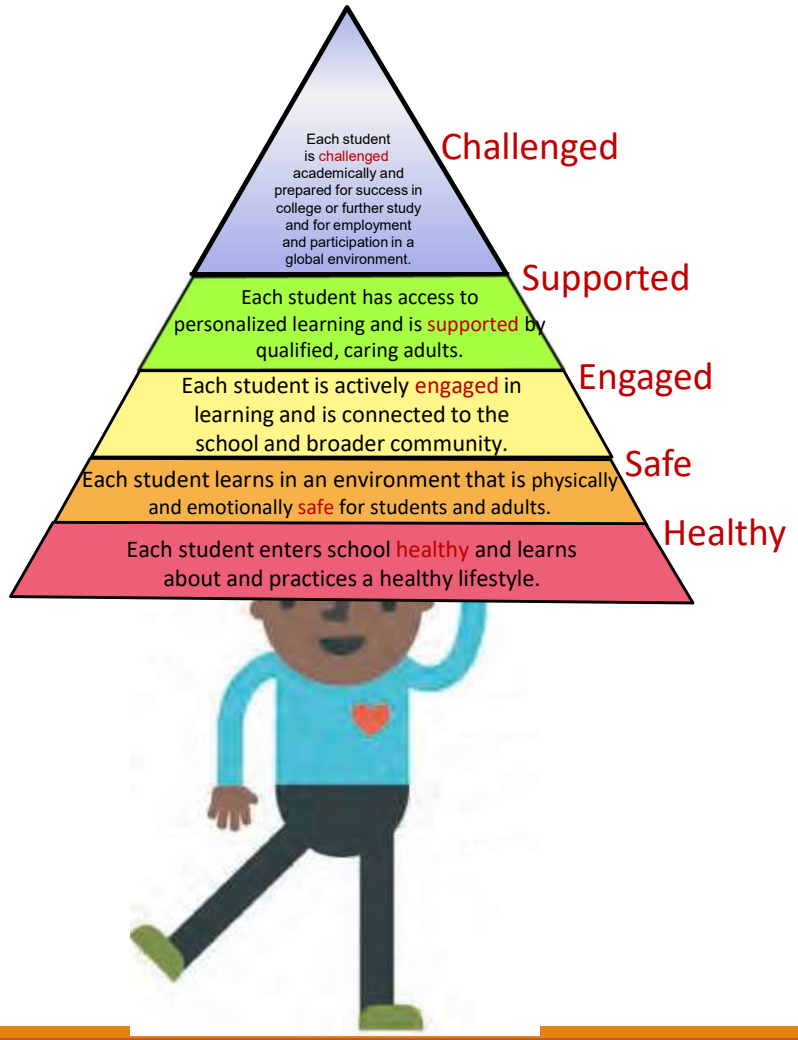
A Few Kids: CPS, Foster Care, Students in Trans.



District Mission & District Vision

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Structures & Supports

Academic
Most Kids: Personalized Learning, Core Curriculum & Instruction
Some Kids: Tier II Interventions, Additional Supports, Peer Tutors, Comprehension Groups, IEPs
A Few Kids: IEPs, Targeted Programs

Social/Emotional
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A Few Kids: Mental Health, Restorative Practices

Physical
Most Kids: Home, Family, Friends
Some Kids: F&R Lunch, Food Pantries, Community Services, Faith-Based Partners
A Few Kids: CPS, Foster Care, Students in Trans.

+ Strategic Plan + Goals & Strategies + = ? = ? = ? District Mission & District Vision

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Structures & Supports

Academic
Most Kids: Personalized Learning, Core Curriculum & Instruction
Some Kids: Tier II Interventions, Additional Supports, Peer Tutors, Comprehension Groups, IEPs
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Physical
Most Kids: Home, Family, Friends
Some Kids: F&R Lunch, Food Pantries, Community Services, Faith-Based Partners
A Few Kids: CPS, Foster Care, Students in Trans.

- SBA
- Interim / Benchmark Assessments
- Classroom Assessments
- Student Growth Goals
- KRA
- Classroom Observations
- SEL Measures
- Culture/Climate Measures
- Discipline
- Attendance
- ?????

? ? ?

District Mission & District Vision

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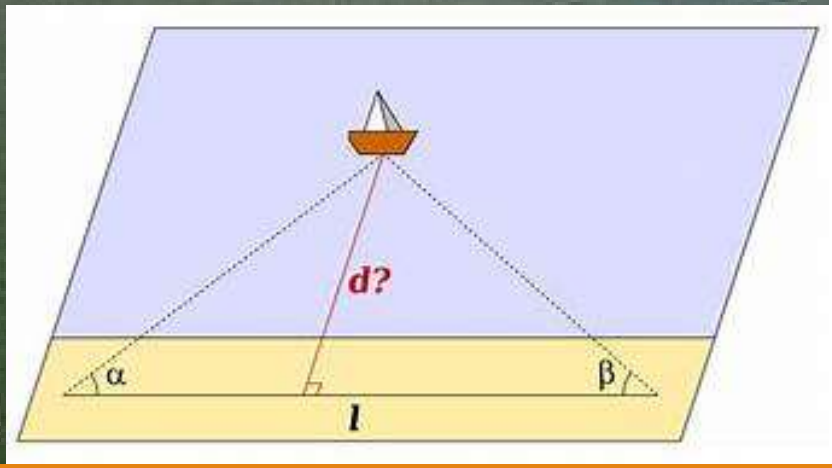

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Academic Measures:

- KRA
- SBA
  - 4th Grade Reading
  - 8th Grade Math
- Interim/Benchmark Assessment
- English Language Learner Progress
- Dual Credit Attainment
- CTE/Career Pathways
- Graduation Rates

District Culture & Climate:

- Attendance Data
- EES Staff/Student/Parent Surveys
- Community Involvement
- Data Disaggregation/Equity

Social/Emotional Growth:

- EES Student SEL
- Arts/Enrichment Completion
- Discipline Data

Triangulating the "Whole Child"

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This Year's Measures

- Student Achievement/Teaching & Learning
  - 3rd Grade Reading - STAAR
  - 5th Grade Math – STAAR
  - Attendance
- Teaching & Learning
  - Discipline
  - EES-Survey Perception Data (Staff, Student, Parent)
    - High Standards & Expectations
    - Monitoring Teaching & Learning

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This Year's Measures

- Communications
  - EES-High Levels of Communication & Collaboration (Parents)
  - EES-Customer Service/Communications (Staff)
- Technology
  - EES-Instructional Technology Effectiveness (Staff, Student, Parent)

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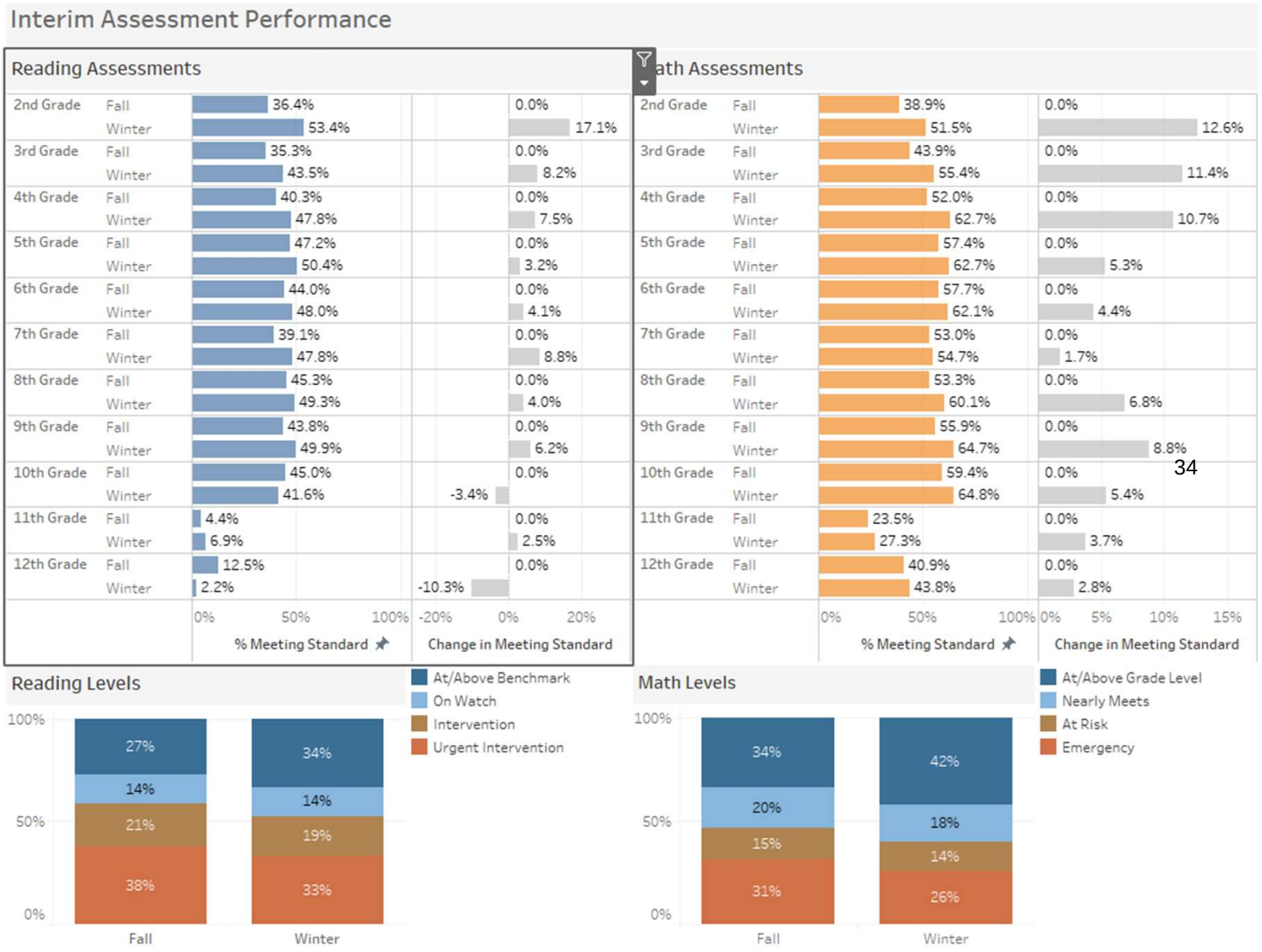
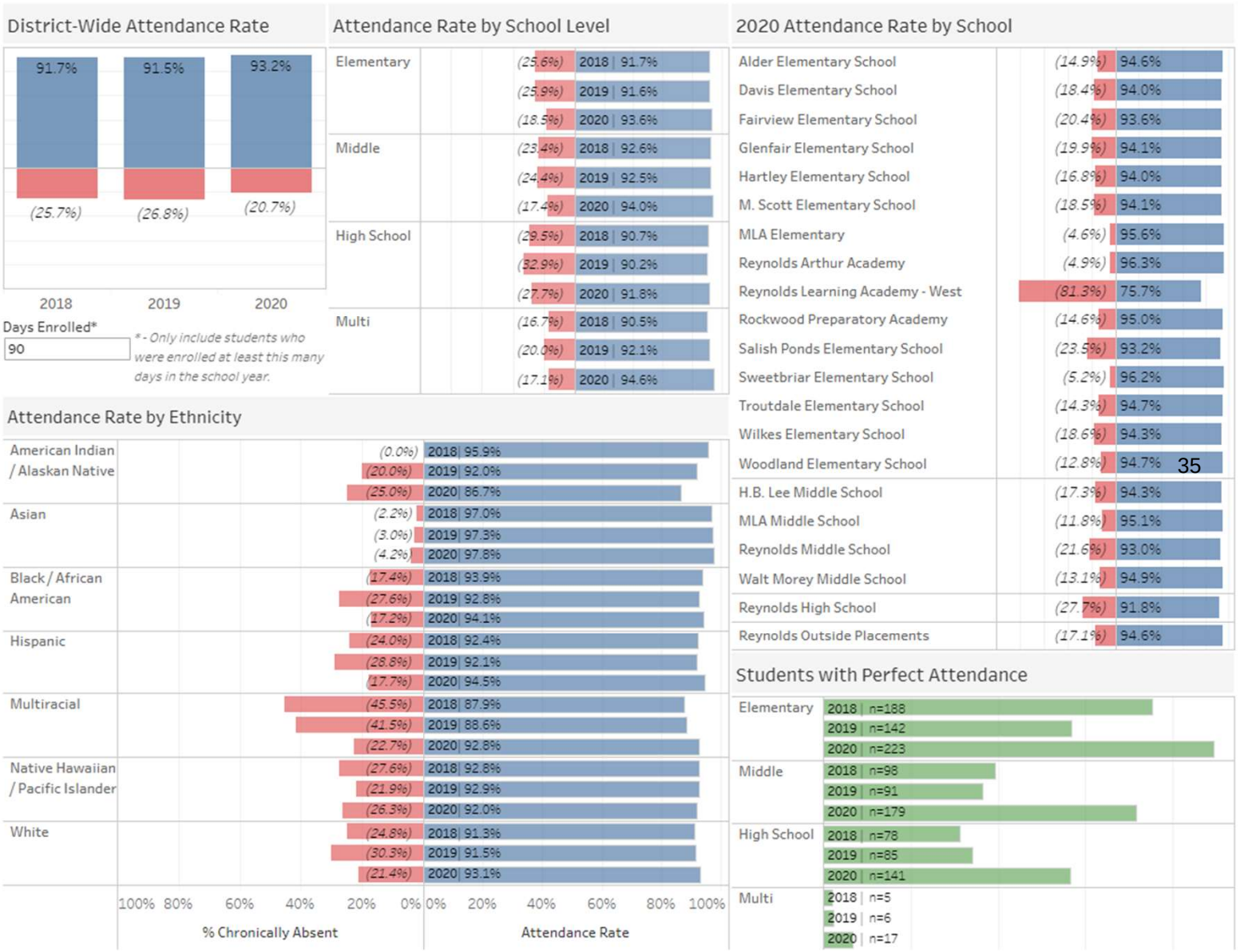
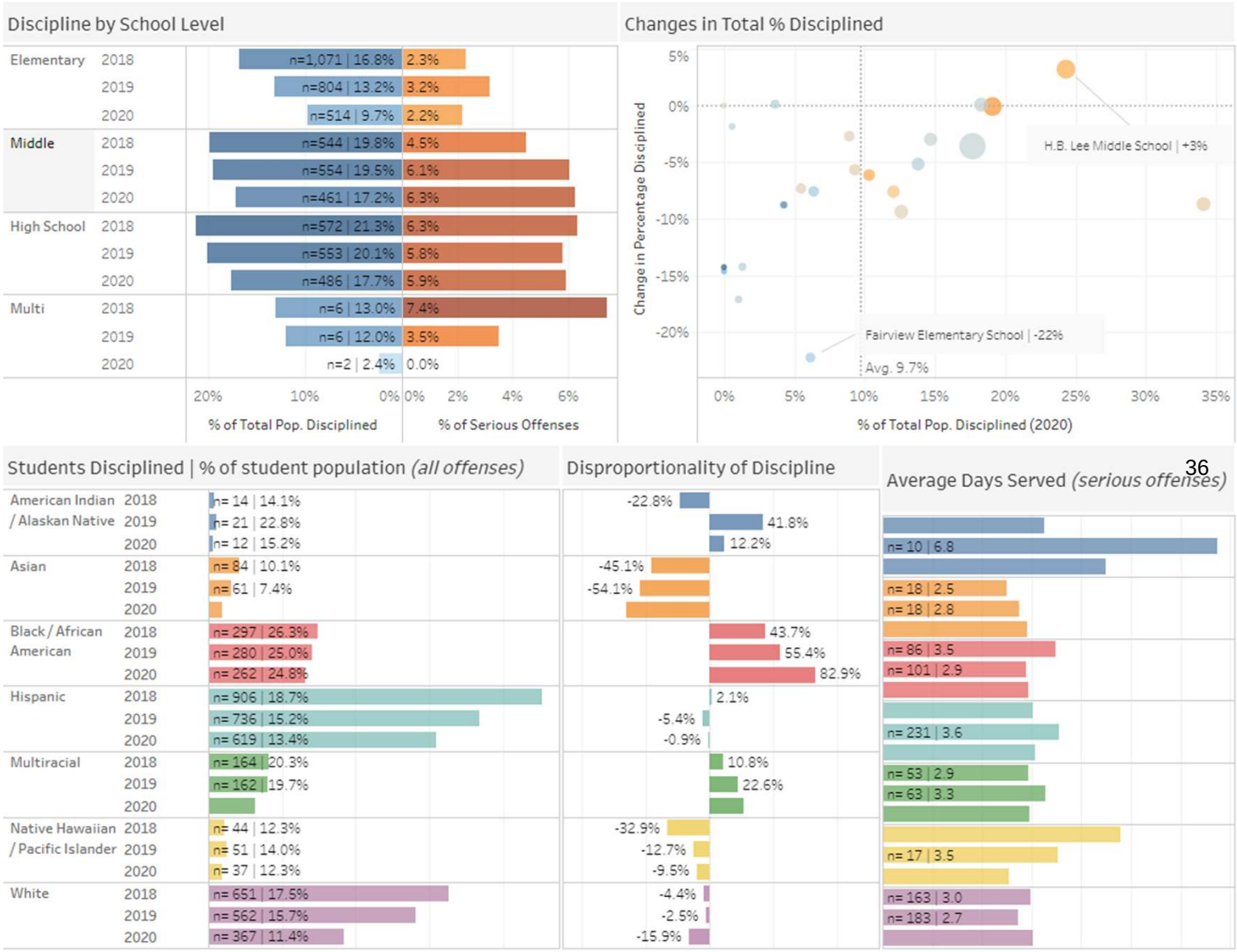
Interim Assessment Dashboard



Attendance Dashboard



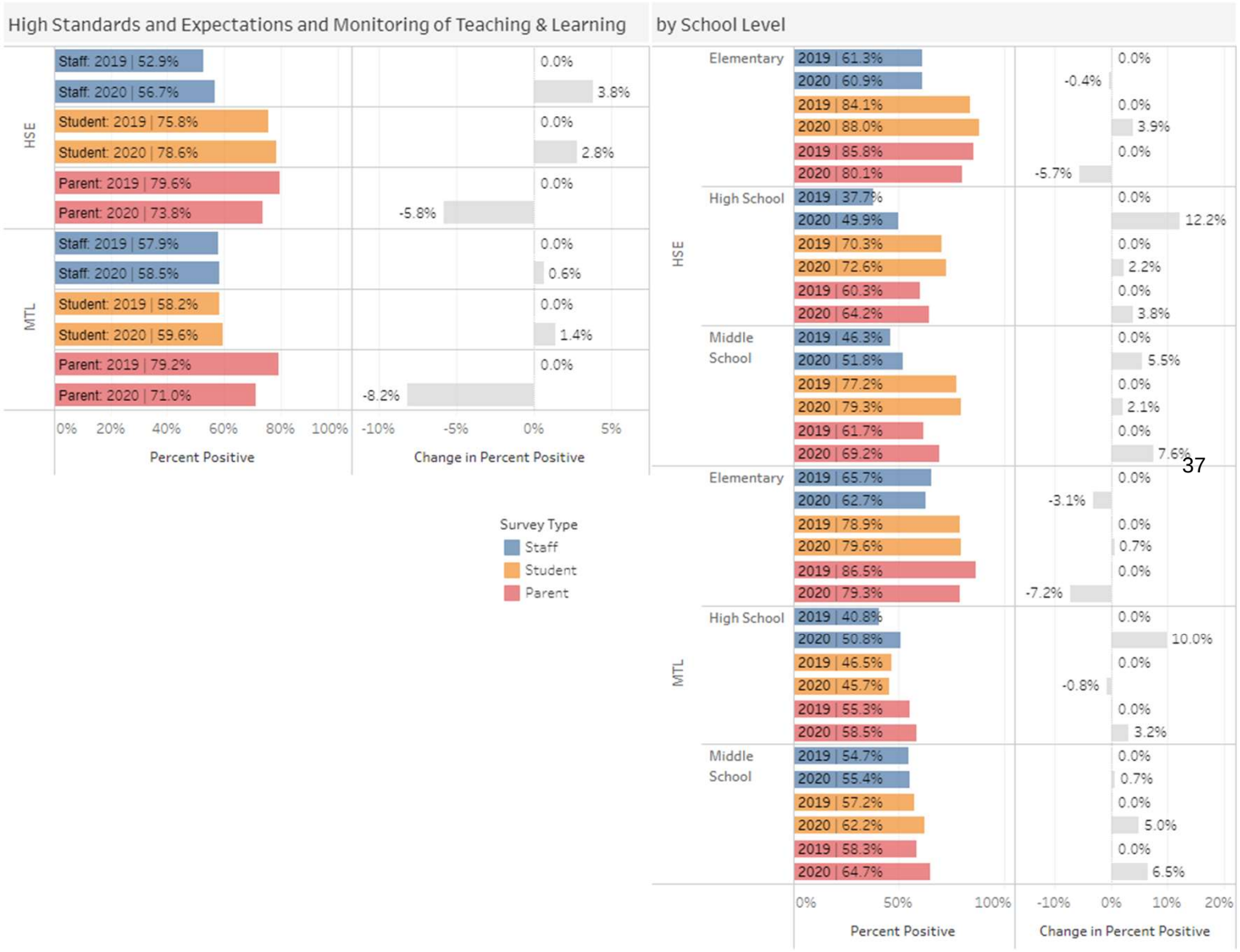
Discipline Dashboard

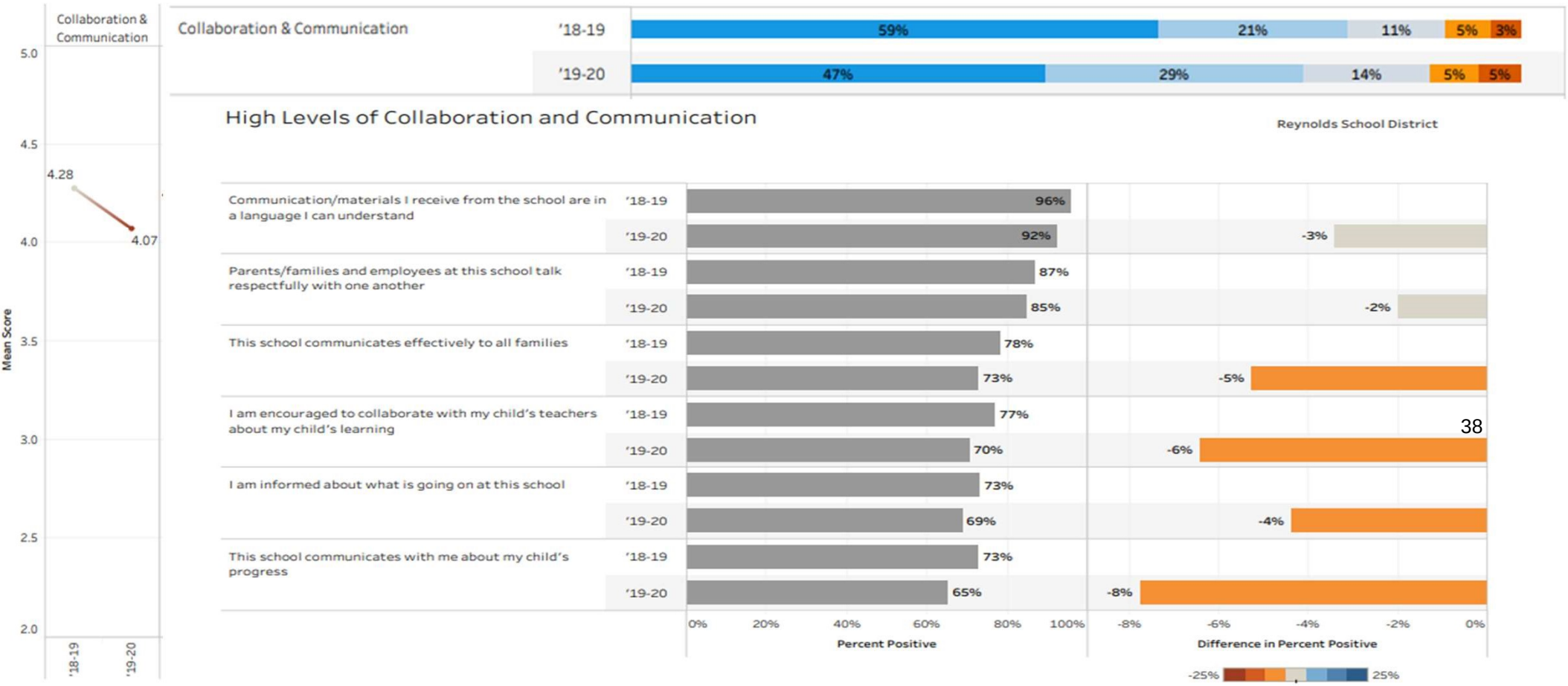


EES – Staff, Student, & Parent

High Standards & Expectations and Monitoring Teaching & Learning

Dashboard





Parent – High Levels of Communication & Collaboration 2020

Staff Perspectives

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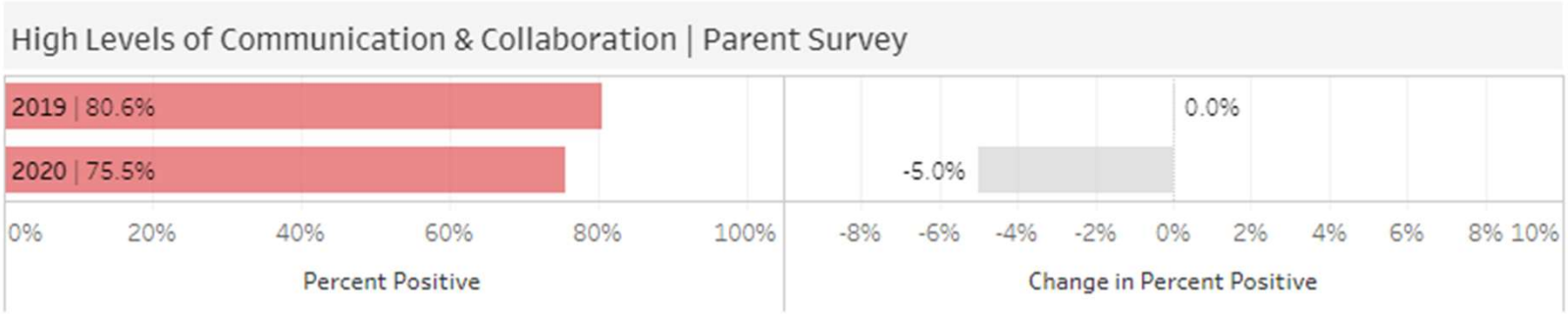
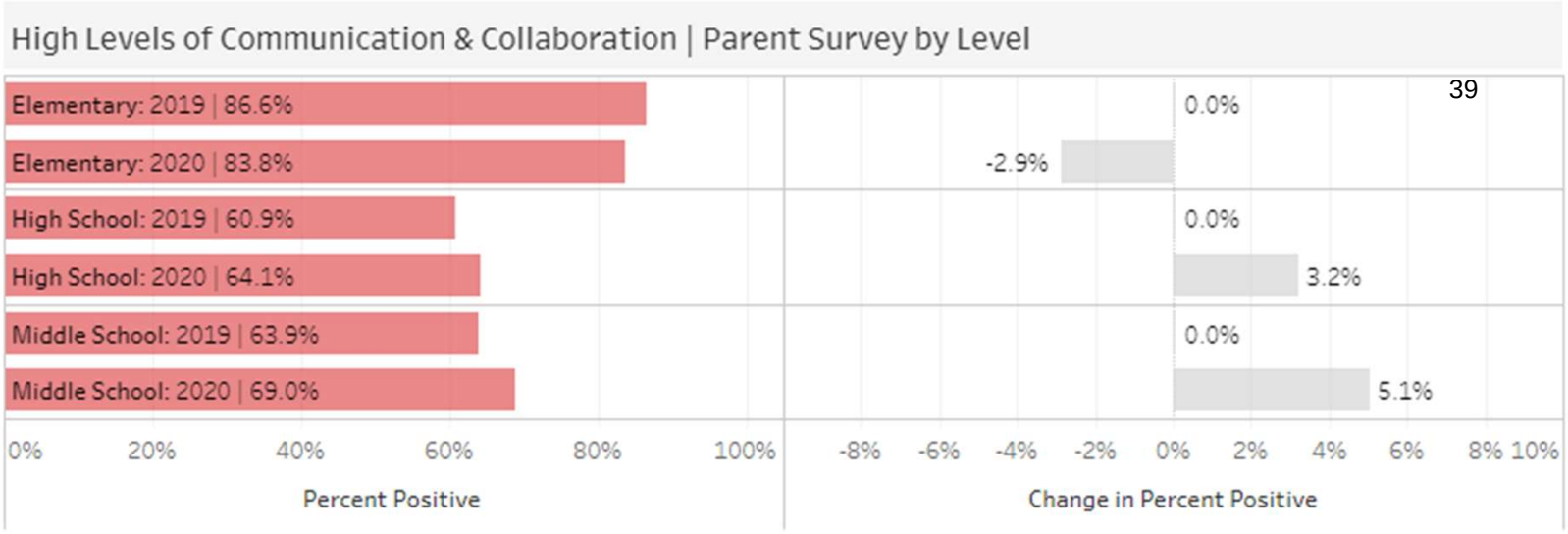
EES - Parent

Communication & Collaboration

Dashboard





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Reynolds School District Customer Service

Reynolds School District

	Accessibility	Reliability	Responsiveness	Assurance (Quality)	Caring
Communications	74%	71%	67%	68%	67%
Custodial	74%	68%	72%	66%	79%
Facilities & Maintenance	59%	56%	52%	56%	66%
Finance	79%	79%	76%	79%	80%
Grounds	76%	75%	74%	72%	78%
Human Capital Management	66%	66%	65%	66%	67%
Information Technology Services	80%	75%	79%	77%	84%
Nutrition Services	92%	94%	94%	80%	90%
Student and Family Services - Counseling	70%	78%	76%	81%	89%
Student and Family Services - English Learner Programs	78%	74%	75%	74%	81%
Student and Family Services - Special Education	66%	68%	60%	67%	78%
Teaching and Learning	75%	75%	76%	73%	77%
Transportation	91%	90%	90%	88%	89%

Percent Satisfied

40% 100%

40

Customer Service 2020

Staff Perspectives

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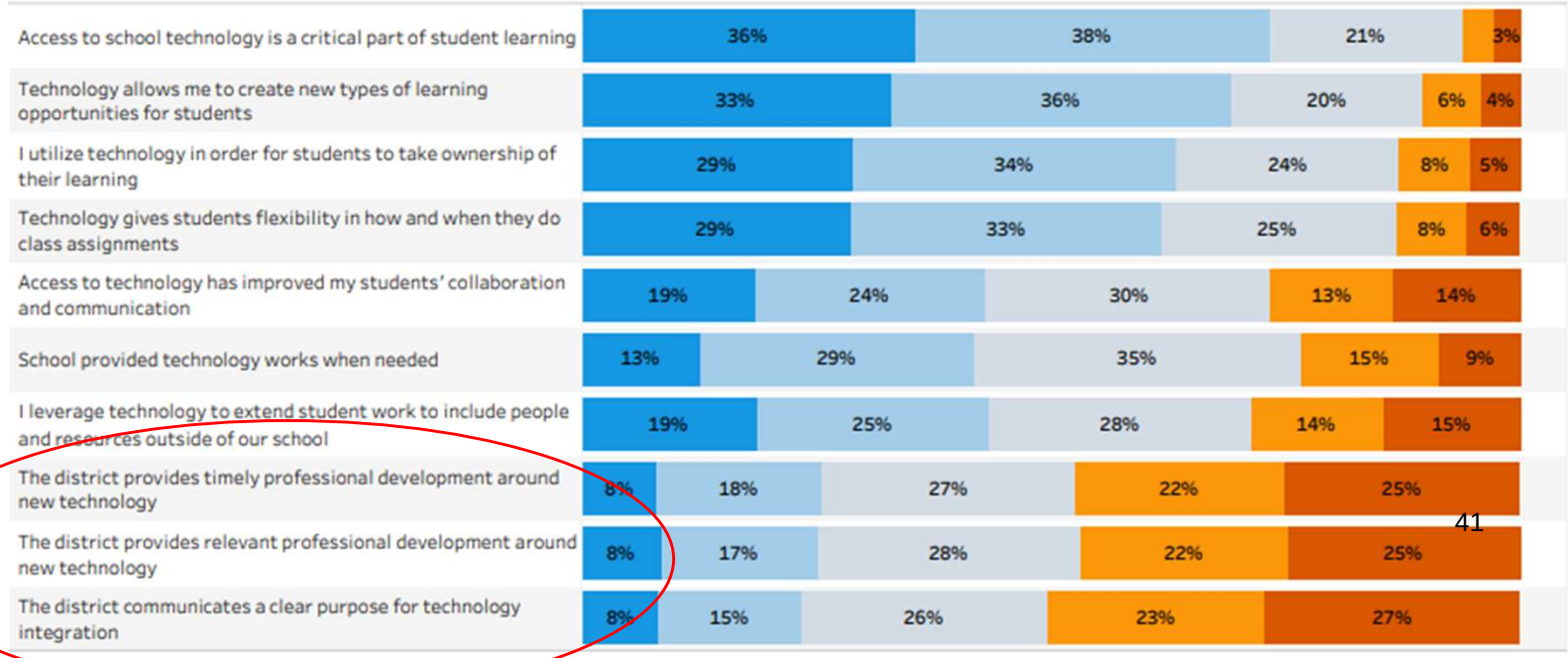
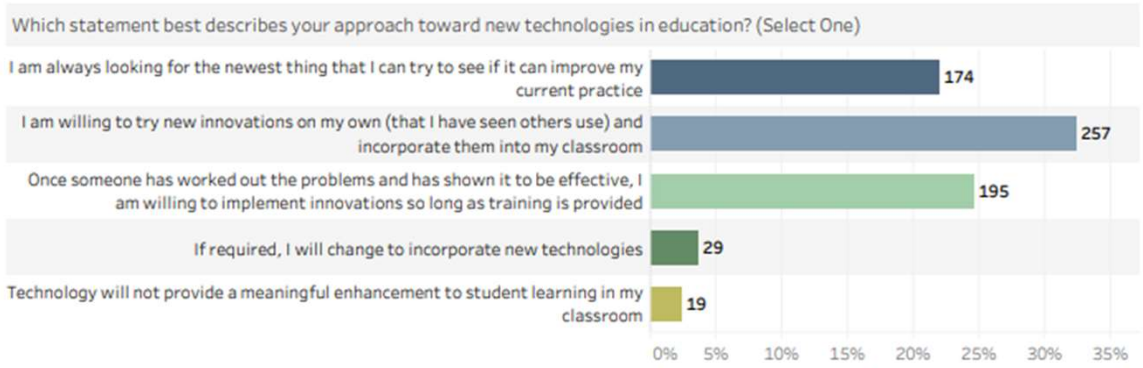
Staff Technology Effectiveness





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Students & Technology

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Parents & Technology

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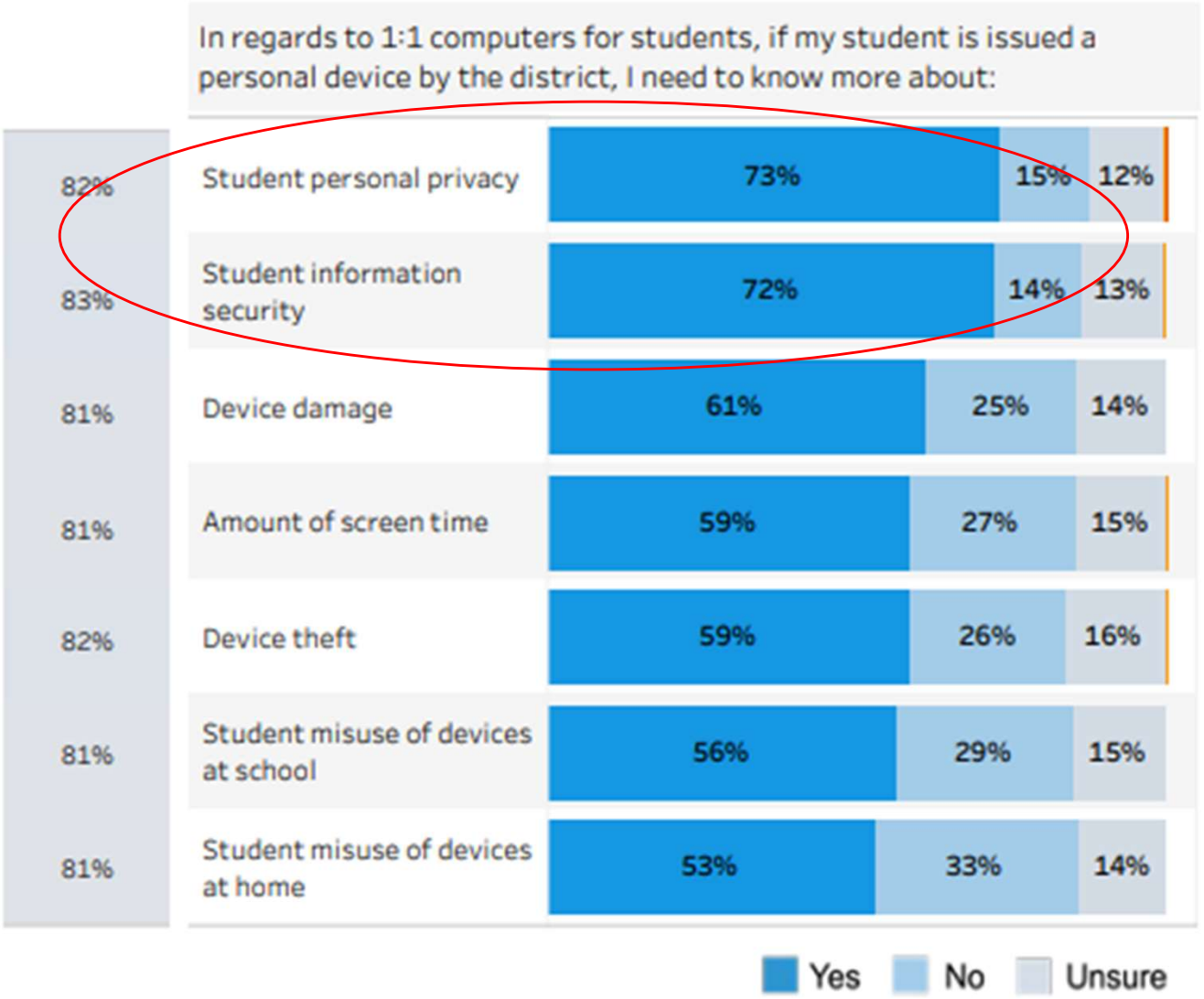
Parents & Technology

Communicate more about Privacy and Student Information Security



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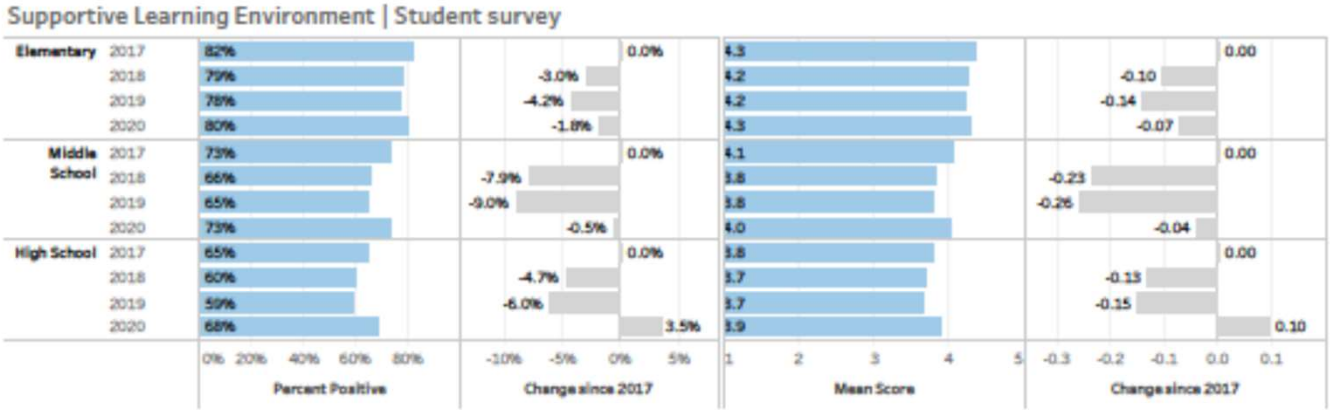
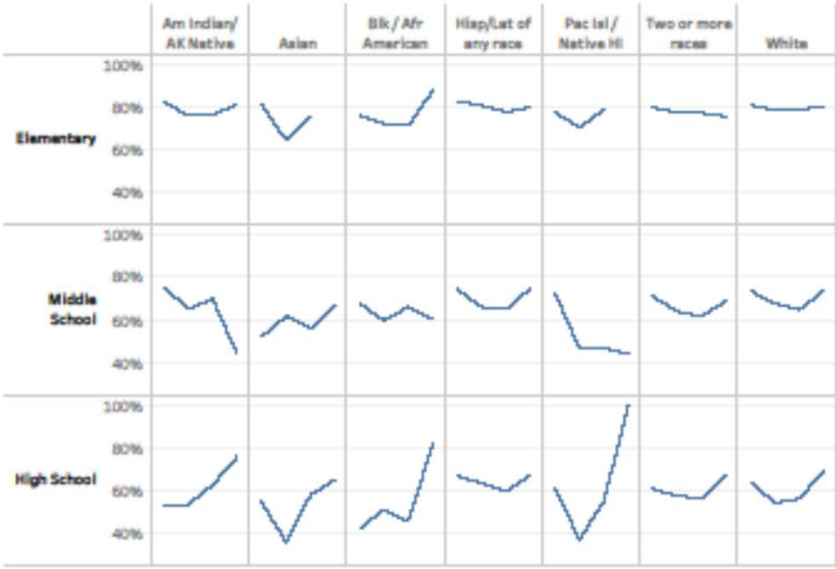
EES Student-Supportive Learning Environment

Future Considerations

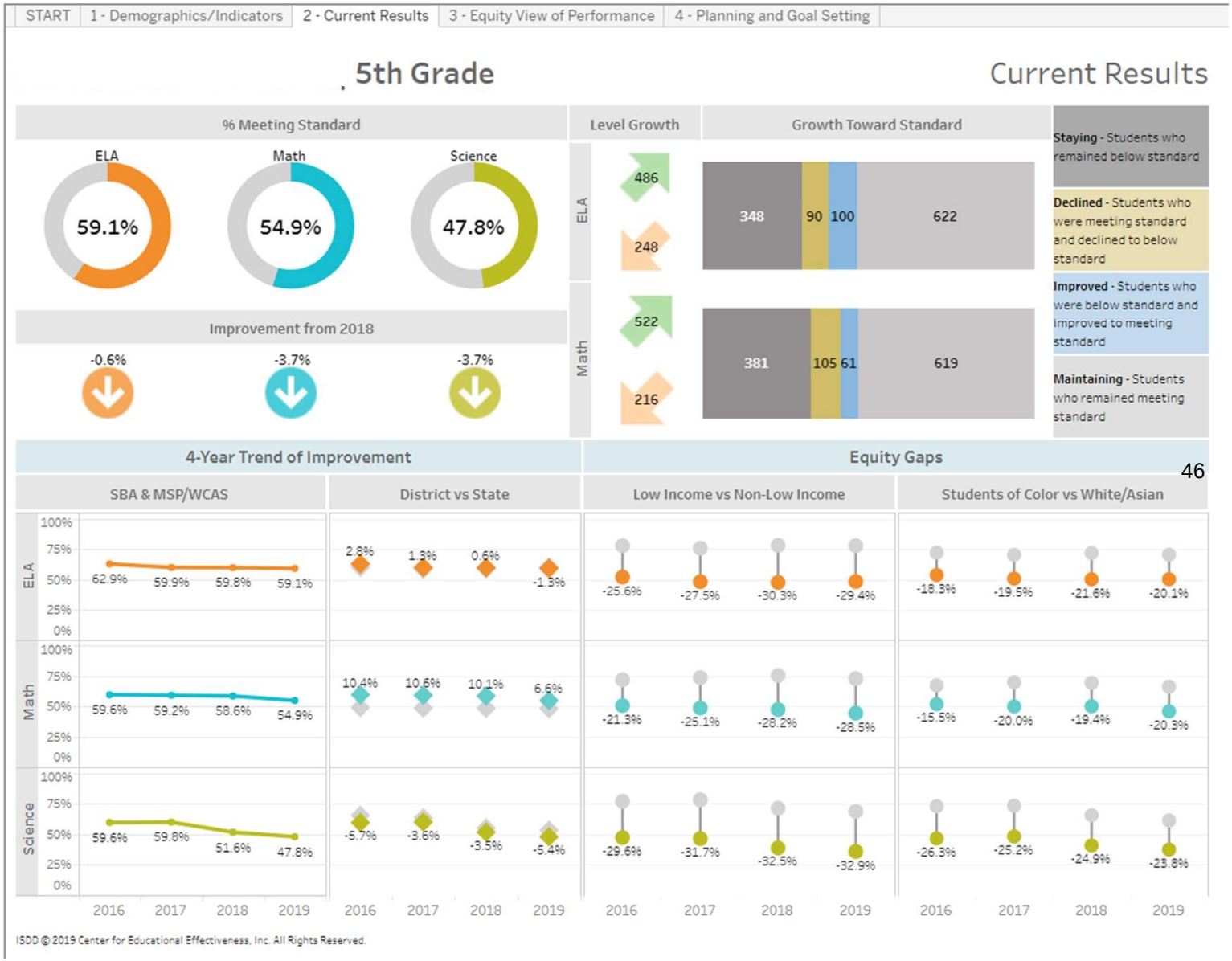




		2017	2018	2019	2020
Am Indian/ AK Native	Elementary	79	107	100	13
	Middle School	61	64	55	6
	High School	39	35	36	5
Asian	Elementary	16	18	19	
	Middle School	29	24	22	5
	High School	60	37	23	3
Blk / Afr American	Elementary	65	77	61	3
	Middle School	49	53	36	7
	High School	43	44	28	5
Hisp/Lat of any race	Elementary	1,143	903	1,046	120
	Middle School	1,293	1,307	1,259	200
	High School	1,253	1,149	1,454	351
Pac Isl / Native HI	Elementary	13	14	14	
	Middle School	12	9	3	1
	High School	16	11	7	1
Two or more races	Elementary	425	501	509	36
	Middle School	333	398	291	34
	High School	279	260	327	81
White	Elementary	361	328	298	45
	Middle School	190	182	213	50
	High School	282	293	364	117

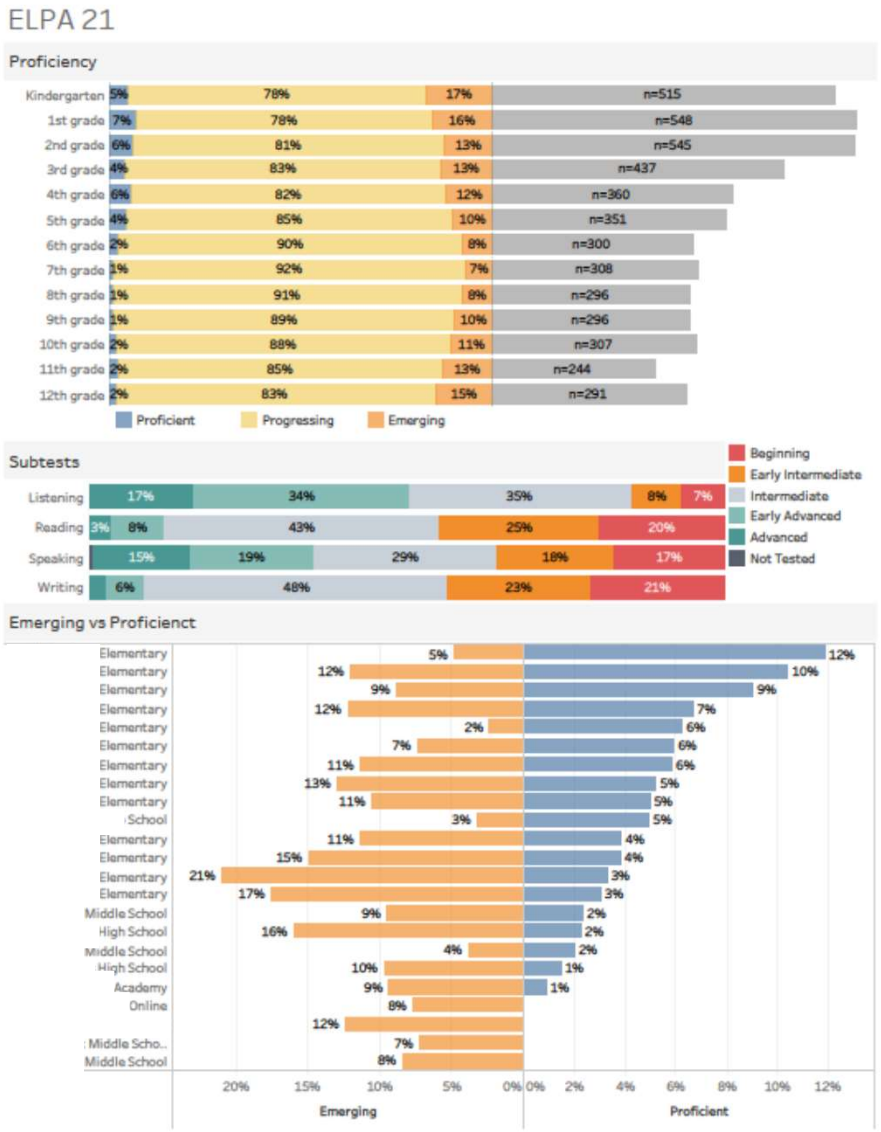
SBA Dashboard

Future Considerations



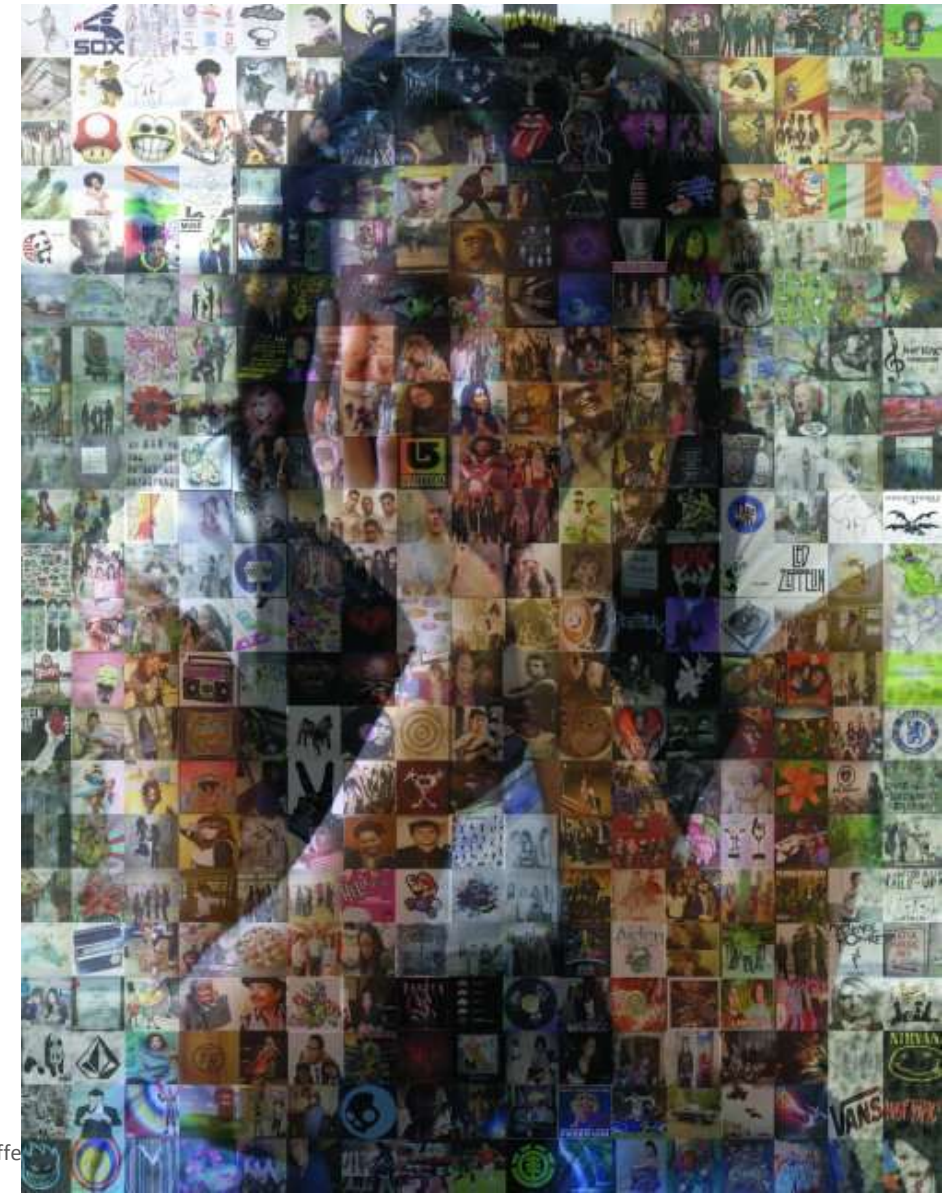
ELPA Progress

Future Considerations



Seeing the Whole Picture

While Also Focusing on the School, Classroom, and Student Views



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What is the Right Fit for Reynolds?

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Questions?

The Center for Educational Effectiveness

Better Data. Better Decisions. Better Schools.

50

The Center for Educational Effectiveness

john@effectiveness.org

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Reynolds School District

EACH AND EVERY CHILD PREPARED FOR A WORLD YET TO BE IMAGINED

To:	Board of Directors
From:	Dr. Danna Diaz, Superintendent of Schools
Prepared by:	Kaylie Jeffries, Executive Assistant to the Superintendent
Subject:	**Presentation on All Students Belong Initiative**
Policy:	Student Rights and Responsibilities – JF/JFA
Date:	November 18, 2020

Action ☐
Report ☒

Connection to Board Goals

☒ Student Achievement ☒ Equity ☐ Fiscal Responsibility ☐ Communications

School Board Core Belief/Commitment #2: We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities.

Summary:
In Oregon, we value both freedom and responsibility, and are charged with ensuring that All Students Belong. This means affording our school communities the freedom of expression while removing barriers to students' educational progress, including the prohibition of display of hate symbols that incite fear and violence, and cause emotional distress and trauma. The presence of symbols of hate on the basis of race, color, religion, gender identity, sexual orientation, disability or national origin causes harm, and significantly disrupts the operation of schools. When one person in a school community is treated poorly, everyone suffers. At the instruction of Governor Brown, the Oregon Board of Education has enacted the All Students Belong rule, which prohibits hate symbols, including three of the most recognizable symbols of hate—the swastika, the Confederate flag, and the noose. The temporary OAR takes effect on September 18, 2020. It requires districts to adopt and implement policies and procedures that prohibit the use or display of hate symbols including the noose, swastika, or confederate flag in any program or school-sponsored activity except where used in teaching curriculum that is aligned with the Oregon State Standards by January 1, 2021. This applies to both in-person and distance learning environments.

Previous Board Action:
Not Applicable

Background:
This past July, an Oregon high school student sent a letter to Governor Kate Brown asking for

help. In the letter, the student stressed the importance of banning the Confederate flag in 1 All Students Belong Initial Guidance Oregon public schools. In the student's words, "Banning the Confederate flag is far more than just an act to please some people. It shows students and educators that the State of Oregon sees them in their struggles to be considered equal and aiding in the fight against racism. Right now is a great time for Oregon to be a leader for its own citizens and throughout the United States and install this overdue policy." This student's experience is not alone. In the last few years alone ODE has received complaints or been made aware of multiple incidents involving hate symbols such as swastikas, confederate flags, and nooses. These incidents have disrupted education for students across Oregon. In response, Governor Brown wrote to the State Board of Education Chair and me urging us "to take immediate action to address and correct the adverse impacts symbols of hate and other manifestations of hate speech have on students in Oregon public schools." She requested that the Board establish rules to ensure that no Oregon student "be subject to actions or expressions of hate, intolerance, marginalization, or racism." The Board received a similar letter from Representatives McKeown and Brock-Smith asking it to take immediate action. This student and others from across Oregon have come forward to show us the extreme disruption and harm that hate symbols cause. When we hear from students that their safety, mental health, well-being and ability to learn are threatened, we must listen, trust, and take immediate action. This policy change begins that action.

Financial Implications:
Not Applicable

Alternatives:
Not Applicable

Staff Recommendation:
Not Applicable

Motion:
Not Applicable

ALL STUDENTS BELONG

Statewide Temporary Rule and Local Policy

November 18, 2020

Reynolds School District

How it was Initiated

- This past July, an Oregon high school student sent a letter to Governor Kate Brown and Colt Gill asking for help.
- On August 18th, Governor Brown wrote to Colt Gill and the chair of the State Board of Education requesting we “take immediate action to address and correct the adverse impacts symbols of hate and other manifestations of hate speech have on students in Oregon public schools.”
- State Board of Education discussed the letter during their retreat and asked ODE staff to present temporary rules at the September meeting, developing the All Students Belong Initiative, which includes Temporary and Permanent Rules; District Guidance, Talking Points, a toolkit, and other Support Documents.

Reynolds School District

All Students Belong - Guiding Values

- All students must feel like they belong.
- All are entitled to discrimination/harassment-free schools.
- Racist symbols cause harm to all.
- We are all responsible for keeping schools safe.
- That means adopting and implementing policies that promote equity and inclusion, and standing up against racism.
- It is important to address racism as a systemic problem.
- Communication and education are key non-punitive responses.

Reynolds School District

What ODE and Partners have done so far...

- The State Board of Education adopted a temporary rule
- ODE has issued the interim guidance
- OSBA has created model policy and AR
- School districts are in the process of adopting policies (due: Jan 1)
- ODE has created the All Students Belong webpage with resources, including a *Challenging Conversations* training

What's in the *All Students Belong* Temporary Rule?

- Ensures that students, employees and visitors can learn, work and participate in school activities, occurring on and off school grounds, that are free from discrimination, harassment, and intimidation

- Prohibits the use or display of the noose, swastika, or confederate flag in any program or school-sponsored activity except where used in teaching curriculum that is aligned to the Oregon State Standards. This applies to both in-person and distance learning environments.

- Requires school districts, public charter schools, ESDs, and School for the Deaf to adopt a policy to address bias incidents and prohibit hate symbols.

- To read the full text, visit this webpage: https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=272926

Reynolds School District

How will ODE ensure accountability?

- Policy adoption will be required by every School Board in Oregon by January 1, 2021.
- ODE is providing guidance, implementation tools, basic professional learning
- The State Board may place this in Chapter 581, Division 22 of the Oregon Administrative Rules.
- Oregon is a local control state. School districts have elected school board members that are responsible for adopting board policies and administrators responsible for implementing them.

Reynolds School District

Our District's Process and Policy

November 18:

- *All Students Belong* Initiative Presented to RTT
- *All Students Belong* Initiative Presented to Board of Directors
- First Reading of *All Students Belong* Policy

December 16

- Second Reading of *All Students Belong* Policy
- Possible Action

Reynolds School District

Next Steps

- School districts must adopt policy by January 1
- ODE is holding a community engagement process to determine permanent rule and guidance language
- First read of permanent rule at the State Board of Education in January or February 2021
- Second read of permanent rule at the State Board of Education in February or March 2021
- Timeline may need modification depending on current political and public health factors

Reynolds School District

Moving Forward . . .

- Any questions, comments, or messages about the rule may be sent to: AllStudentsBelong@state.or.us

- ODE will provide updated information and resources to school districts; please visit the All Students Belong website for more information.

- Our district will…

Reynolds School District

Code: ACB
Adopted:

All Students Belong

All students are entitled to a high quality educational experience, free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability, or national origin.

All employees are entitled to work in an environment that is free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin{[1]}.

All visitors are entitled to participate in an environment that is free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin{[2]}.

"Bias incident" means a person's hostile expression of animus toward another person, relating to the other person's perceived race, color, religion, gender identity, sexual orientation, disability or national origin, of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior directed at or about any of the preceding demographic groups.

"Symbol of hate" means a symbol, image, or object that expresses animus on the basis of race, color, religion, gender identity, sexual orientation, disability or national origin including, the noose, swastika, or confederate flag[3],{[4]} and whose display:

1. Is reasonably likely to cause a substantial disruption of or material interference with school activities; or

2. Is reasonably likely to interfere with the rights of students by denying them full access to the services, activities, and opportunities offered by a school.

The district prohibits the use or display of any symbols of hate{[5]} on district grounds or in any district or school sponsored program, service, or activity that is funded in whole or in part by monies appropriated by the Oregon Legislative Assembly, except where used in teaching curriculum that is aligned to the Oregon State Standards.

---

[1] {OAR 581-022-2312 does not include this list of classes for employees (only for students), but it can be added.}

[2] {OAR 581-022-2312 does not include this list of classes for visitors (only for students), but it can be added.}

[3] While commonly referred to as the "confederate flag," the official name of the prohibited flag is the Battle Flag of the Armies of Northern Virginia.

[4] {We strongly advise that a district not add to these symbols of hate without first consulting with legal counsel.}

[5] {Prior to adopting the symbols of hate prohibition, or adding other symbols to the list, we recommend that the district document why the district feels that the presence of these symbols will cause a "material and substantial interference with schoolwork or discipline" or collide "with the rights of other students to be secure and be let alone." These reasons may include previous incidents, current conditions in the schools and other factors.}

In responding to the use of any symbols of hate, the district will use non-disciplinary remedial action whenever appropriate.

The district prohibits retaliation against an individual because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising any rights guaranteed under state and federal law.

Nothing in this policy is intended to interfere with the lawful use of district facilities pursuant to a lease or license.

The district will use administrative regulation ACB-AR - Bias Incident Complaint Procedure to process reports or complaints of bias incidents.

END OF POLICY

Legal Reference(s):

ORS 659.850
ORS 659.852
OAR 581-002-0005
OAR 581-022-2312
OAR 581-022-2370

Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969).
Dariano v. Morgan Hill Unified Sch. Dist., 767 F.3d 764 (9th Cir. 2014).
State v. Robertson, 293 Or. 402 (1982).

EACH AND EVERY CHILD PREPARED FOR A WORLD YET TO BE IMAGINED

To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

Subject: **All Students Belong Policy**

Policy: Policy Development – BF

Date: November 18, 2020

Action	☐
Report	☒

Connection to Board Goals

☒ Student Achievement ☒ Equity ☐ Fiscal Responsibility ☐ Communications

School Board Core Belief/Commitment #2: We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities.

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Previous Board Action:
Not Applicable

Background:
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Financial Implications:
Not Applicable

Alternatives:
Not Applicable

Staff Recommendation:
This is a first reading. The policy will be brought before the Board again in December for approval.

Motion:
Not Applicable. This is a first reading. The policy will be brought before the Board again in December for approval.

OREGON DEPARTMENT OF EDUCATION

Oregon achieves . . . together!

OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 10/29/2020

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

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Alder Elementary School
Key Contact Person for this Plan	Lavell Wood- Principal Holly Wilkes- Assistant Principal
Phone Number of this Person	503-491-2722 ex. 4840
Email Address of this Person	lwood@rsd7.net
Sectors and position titles of those who informed the plan	Aimee Edwards, Kindergarten teacher Erin Hansen, Kindergarten teacher Alejandra Barragan, 3rd grade immersion teacher Erin Rhodes, 3rd grade teacher Karen Repko, 5th grade teacher Trina Fornoff, Lead Secretary Michelle Monaghan, Registrar Katy Fontneau, Montessori Glorimar Del Rio, 3rd Grade Immersion teacher Sarah Kelly, 4th grade teacher Laurel Crafton, Music teacher Amelia Taylor, ELD Specialist Jazmin Otegui, Counselor Laura Pilkington, Alder Montessori Joy Leising: Greater Than (community partner)
Local public health office(s) or officers(s)	Multnomah County Health Department Patricia Charles-Heathers, Director 619 NW 6th Ave. Portland, OR 97209

[1] For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.
[2] For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.
[3] Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a government-to-government basis.

	509-988-3674 Jamie Smith, Coordinator, School Health Services Multnomah Education Service District (MESD) 11611 NE Ainsworth Circle Portland, OR 97220 503-257-1732 Cell: 541-279-3136 jsmith2@mesd.k12.or.us
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Lavell Wood- Principal Holly Wilkes- Assistant Principal
Intended Effective Dates for this Plan	August 31, 2020 through such time as Multnomah County is able to meet the Governor's established re-opening metrics.
ESD Region	Multnomah County

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

- District parent survey
- Alder specific staff survey
- REA staff survey
- ODE conference calls
- Parent Zoom meeting, both English and Spanish session- August 14th, 2020.
- Alder Staff Reopening Q&A Meeting- July 2020.
- Alder CDL Planning meetings bi-weekly during the summer for blueprint planning
- Opportunity for whole staff to provide feedback and ask questions about the Alder blueprint plan

2. Indicate which instructional model will be used.

Select One:

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

1. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
2. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-19 in the initial template) and submit online. (https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

In completing this portion of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Here is a link to the overview of CDL Requirements. Please name any requirements you need ODE to review for any possible flexibility or waiver.

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.

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

0. Community Health Metrics

METRICS FOR ON-SITE OR HYBRID INSTRUCTION

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

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

☒ The school currently meets the exceptions required to provide in-person person education for students in grades K-3 (see section 0d(1) of the ***Ready Schools, Safe Learners*** guidance).
☒ The school currently meets the exceptions required to provide limited in-person instruction for specific groups of students (see section 0d(2) of the ***Ready Schools, Safe Learners*** guidance).
☒ The school currently meets the exceptions required for remote or rural schools in larger population counties to provide in-person instruction (see section 0d(3) of the ***Ready Schools, Safe Learners*** guidance).
☒ The school currently meets the exceptions required for smaller population counties to provide in-person instruction (see section 0d(4) of the ***Ready Schools, Safe Learners*** guidance).
☒ The school currently meets the exceptions required for schools in low population density counties (see section 0d(5) of the ***Ready Schools, Safe Learners*** guidance).
☒ The school currently meets the exceptions required for small districts to provide in-person instruction (see section 0d(6) of the ***Ready Schools, Safe Learners*** guidance).

1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Implement measures to limit the spread of COVID-19 within the school setting. ☒ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. ☒ Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. ☒ Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. ☒ Process and procedures established to train all staff in sections 1 - 3 of the ***Ready Schools, Safe Learners*** guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. ☒ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. ☒ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. ☒ Process to report to the LPHA any cluster of any illness among staff or students. ☒ Protocol to cooperate with the LPHA recommendations. ☒ Provide all logs and information to the LPHA in a timely manner. ☒ Protocol for screening students and staff for symptoms (see section 1f of the ***Ready Schools, Safe Learners*** guidance). ☒ Protocol to isolate any ill or exposed persons from physical contact with others.	• Classroom sanitization will occur each day when students are not present. • Classroom touch-point areas (door handles, sink handles, etc) will be wiped down throughout the day as needed. Teachers (following safety protocols) and custodians will both work to wipe areas of the classroom that are highly used. Students may use wipes (currently limited availability) but may not use the current spray formula (following directions on bottle). • Students will have their own labeled supplies. Any shared supplies will be "sanitized" between use. • Students will be assigned an arrival/dismissal building access point to limit exposure to large group of students. Any entrance with more than one classroom assigned will have a safety protocol defined and posted. Prior to return to the building parents, students, and staff will be informed of the arrival/dismissal protocols and expectations. Late arrivals will all come through the front entrance. • Classrooms will be assigned bathroom break times to promote handwashing and limit hallway use throughout the day. Students will be allowed to use the restroom as needed but will be encouraged to try to stay on the bathroom break schedule. Break schedules will be published so individual restroom use to be rerouted to health room. • Staff restroom protocol will be posted.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the ***Ready Schools, Safe Learners*** guidance). ☒ Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit. • If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the ***Ready Schools, Safe Learners*** guidance), the daily log may be maintained for the cohort. • If a student(s) is not part of a stable cohort, then an individual student log must be maintained. ☒ Required components of individual daily student/cohort logs include: • Child's name • Drop off/pick up time • Parent/guardian name and emergency contact information • All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student ☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. ☒ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site. ☒ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19. ☒ Protocol to respond to potential outbreaks (see section 3 of the ***Ready Schools, Safe Learners*** guidance).	• The principal will ensure proper guidance (signage, branding, training, messaging home and school) to ensure physical distancing is utilized to keep all participants safe. • All Alder staff has the authority to support and reinforce physical distancing requirement. (Keeping language soft and supportive and considering the challenge of maintaining our own distance. Perhaps a common phrase) • Within the first four days of school preparation (August 31, Sept 1, Sept 2, Sept 8 all staff will be trained in sections 1-3 of Ready School, Safe Learners details. • Signs will be posted in common areas to signify when the area was last used and last cleaned. Examples-If a class were to enter the library for use, they would document on paper date and time of entrance. Then when the area is sanitized custodian will date and sign it was sanitized and ready for next use. • Staff walking through the entrance of the school will serve as self- reporting that they are meeting health guidelines to work. • Both areas with windows into the office- principal office and counselor office will be used for isolation areas as needed. Documentation will be used to identify the area when in use. Thorough sanitization will occur prior to and after use for isolation space. • If a potential case is presented at Alder we will send home a standard letter, auto-dialer (email and phone messages), and classroom level remind (message referencing letter). Content will include an optional zoom for further information. Also, send information in advance of what the process is (create the standard protocol) • Synergy and daily schedule will be used to log cohort interactions. Anything outside of the regular schedule will be tracked on sanitization/use log sheets (this team will determine if tracking system will be common or individualized) • Itinerant staff will be required to keep an updated calendar with shared access by head secretary. It is not classroom teacher's responsibility to document other staff joining the classroom. Staff who have a consistent schedule will only document things outside the regular schedule.

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. **Medically Fragile, Complex and Nursing-Dependent Student Requirements** ☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services: 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.	• Individual student plans for medically fragile students will be written and maintained by identified school nurse in partnership with staff and school administrators. • Signs will be placed at the entry of each space to identify the maximum occupancy in consideration of 35 square feet per person. The sign will also reflect the current/attendance number. • Students with modified Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans(ADA and FAPE included), as indicated, will have individual needs assessed and accommodated. • District will provide medical grade PPE.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law: • Communicate with parents and health care providers to determine return to school status and current needs of the student. • Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. • Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. • The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. • Service provision should consider health and safety as well as legal standards. • Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers. • Work with an interdisciplinary team to meet requirements of ADA and FAPE. • High-risk individuals may meet criteria for exclusion during a local health crisis. • Refer to updated state and national guidance and resources such as: ○ U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020. ○ ODE guidance updates for Special Education. Example from March 11, 2020. ○ OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education.' ○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.	

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom 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. ☒ 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	• Signs will be placed throughout the hallways and classrooms as reminders of 6 ft social distance requirements. • Instruction will be planned to allow for 6 ft distancing for all activities. Custodians and Facilities Staff will mark classrooms for student spaces. • Arrows will mark the one-way flow of traffic throughout the school including hallways, gym, cafeteria, and outside walkways. • Any anticipated areas where a line might occur will be marked for distance.

OHA/ODE Requirements	Hybrid/Onsite Plan
marking spacing on floor, one-way traffic flow in constrained spaces, etc. ☒ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). ☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. ☒ Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.	• Cohorts will be designed to accommodate **no more than** 50% of the school population each day. • All students will receive initial instruction on physical distancing. All staff will reinforce message. Videos will be created and available to reinforce the message as well. • Staff will be required to honor physical distancing.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. ☒ 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 disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. ☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers. ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	• Students will be placed in stable classroom cohorts of no more than 12-16 students, dependent on classroom capacity. • Bus cohorts will be established based on classroom cohort assignments. • Students will not be a part of any one cohort or cross cohorts that exceed 100 people. • Attendance, and area records will serve as tracing. • Utilizing scheduled restroom breaks and individual restrooms will minimize interactions. • Teachers and custodians will disinfect surfaces throughout the day as needed. • All students will have access to general education and peers. Support services will happen as an integrated part of the classroom when possible. • Staff will be required to wash hands when moving between different cohorts. • Staff will be assigned sections of Safe Schools specific to COVID 19 at the beginning of the school year.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. ☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. • The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). ☒ Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. ☒ Provide all information in languages and formats accessible to the school community.	• Anyone who has come in contact with a confirmed case per the definition will receive a phone call from administrator and/or MESD nurse. • An auto-dialer and letter will be generated for communicating a confirmed case. Anyone in close contact with the case will be contacted by phone. • Health information will be provided in languages and format accessible to the school community. • Staff will receive notification and details for any potential health concerns and details of who received communication. • Follow District provided protocols in written form.

1f. ENTRY AND SCREENING

	OHA/ODE Requirements	Hybrid/Onsite Plan
☒	Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms**,** or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows: • Primary symptoms of concern: cough, fever (*temperature* greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. • Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. • In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. • Emergency signs that require immediate medical attention: ○ 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	• Anyone not able to answer health questions should stay home or be directed to go back home. • Parents are the initial screener for students and **should not** send students to school who are showing signs or symptoms. School will send home health screening questions for parent review and consideration. • Bus drivers should alert staff if there are any students on the bus who are showing symptoms. Staff will meet the bus and get students to isolation ASAP. • Classroom staff will also serve as screeners as students enter the room. Any students showing symptoms or reporting symptoms should remain outside the classroom. The teacher will call the office and a health assistant/nurse/or office staff member will come to the student. • Students will be offered hand sanitizer at each building entrance. • Visitors and volunteers **will not** enter the building at this time.
☒	Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health. • Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the ***Ready Schools, Safe Learners*** guidance) and sent home as soon as possible. See table *"Planning for COVID-19 Scenarios in Schools."* • Additional guidance for nurses and health staff.	
☒	Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See table *"Planning for COVID-19 Scenarios in Schools."*	
☒	Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.	
☒	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.	

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Restrict non-essential visitors/volunteers. • Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc.	• Visitors and volunteers **will not** enter the building at this time.

OHA/ODE Requirements	Hybrid/Onsite Plan
• Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. ☒ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See table *"Planning for COVID-19 Scenarios in Schools."* ☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit. ☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.	

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices. ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings. ☒ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time: • Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;" ○ Students should not be left alone or unsupervised; ○ Designated area or chair should 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 should also wear appropriate Personal Protective Equipment (PPE) for their role. • Additional guidance for nurses and health staff. **Protections under the ADA or IDEA** ☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should 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 should 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;	• Face coverings will be required by staff and students. Face mask options will be provided by the building. Students and staff can choose to wear their own or one provided. Face coverings may be removed for eating **ONLY**. Students and staff will remain over 6ft apart any time a face covering is not worn. After students are finished eating they will wash hands and the area will be wiped. • Students needing to remove face covering for any reason will need to move apart from the group. Similar to cool down space with limited items and cleaned in between use. If more than 2 students are needing this support teachers can choose to radio for support or take an outside break. • Teachers will address students with reminders to wear face covering as appropriate • Health assistants, nurse, and office staff will need to wear PPE grade equipment when in contact with anyone showing symptoms. • Accommodations needed for face coverings will be considered on an individual basis. An alternate and individualized plan will be written for each student not wearing a face covering. • IEPs will be reviewed. Any student not able to wear a face covering will have an individualized plan to address health and safety actions. • If a student not on an IEP is consistently showing resistance to a face covering an SST meeting for problem solving and consideration of student need (including possibility of impact from a disability) will be considered. • Any staff members needing accommodations should meet with building admin.

OHA/ODE Requirements	Hybrid/Onsite Plan
• 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. • 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. Placement determinations cannot be made due solely to the inability to wear a face covering. 3. Plans should include updates to accommodations and modifications to support students. • 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 should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.	

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day. ☒ Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. • Consider required physical arrangements to reduce risk of disease transmission. • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. • Additional guidance for nurses and health staff. ☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. • School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands should 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 should 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.	• Written protocols for exclusions and isolation will be in writing provided by all staff and implemented as needed. • Staff or students showing symptoms will be isolated and protocol will be followed. • Staff or students showing symptoms will be sent home for a period of time guided by school nurse. • Anyone participating in isolation for showing symptoms will be documented and kept on record.

2. Facilities and School Operations

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

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. ☒ 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 should 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	• Teachers will work in PLCs to determine contact with students who have been absent 5 consecutive days. • Attendance policy around Hybrid will be developed. • Pre-excused students would be turned over to the attendance committee.

OHA/ODE Requirements	Hybrid/Onsite Plan
those days and include those days in your Cumulative ADM reporting.	

2b. ATTENDANCE

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

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

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the ***Ready Schools, Safe Learners*** guidance). ☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	• Each student will receive their own individual device that they will use daily at school. This device will be stored in a charging area which will be cleaned between student access or taken home daily to access distance learning. • Families will return devices at an equipment check out event. That event will follow all social distancing guidelines and PPE will be used by all. • Where possible we will try to provide devices for at school and at home to eliminate transport of technology.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Handwashing:** All people on campus should be advised and encouraged to wash their hands frequently. ☒ **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.	• **Handwashing:** handwashing will be taught through a series of mini-lessons, branded with posters, and reinforced with reminders and hand washing scheduling prior to meals and during location transitions. • **Equipment:** Any shared equipment will be wiped between use. • **Events:** Large gatherings, field trips, etc. will either be canceled or offered virtually. • **Transitions/Hallways:** Transitions will be scheduled to minimize crowding. Visual cues for lining up, standing, and walking direction

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Personal Property**: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.	will be present. • **Personal Property**: Items brought will need to be labeled and used for personal use only. Labels will be available in each classroom as needed.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☒ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the ***Ready Schools, Safe Learners*** guidance). ☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. • 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.	• Arrival- Bus cohorts will be excused one bus at a time. Students will walk to their designated entrance. Entrances will be designated by classrooms. External classroom doors will be used where available. Others will be assigned an external door. • No more than 2 classrooms will enter at one door. Teachers will meet students at entrance to help keep physical distance and conduct visual screenings. • Schedules will articulate arrival, dismissal, and transition times. • Sign-ins will be designed to minimize any material sharing. potentially using QR coding. Any common sign-in sheet or area will include hand sanitizer. • Arrival and dismissal procedures will be published to parents prior to the first day of hybrid learning. • Parents driving students will be asked to stay in their vehicle staff on duty will ensure students get to the correct entrance. • Parents walking students to school will connect students with staff member at drop area. • Parent will not enter the building at arrival or dismissal. • Late arrivals will all enter through the front office. • Office staff will help support student arrival information. • Teachers walk students to buses and pick-up zones

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Seating:** Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. ☒ **Materials:** Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. ☒ **Handwashing:** Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately. • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	• **Seating:** Furniture will be arranged and marked with a minimum of 35 square feet per person. • **Materials:** Students will be designated materials labeled with student names. If materials need to be shared hand sanitizer and wipes will be used between use. • **Handwashing:** each class will present a series of handwashing lessons and review lessons, signs will be placed throughout the building, reminders will be shared frequently.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations).	• Playground equipment use will follow guidance on county public park usage.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. ☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. ☒ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible 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 staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults.	• Soap in restroom and hand sanitizers will be checked daily and refilled as needed. • Handwashing will be scheduled in transitions from outdoors. • Schedules will be designed to ensure only one cohort in an outdoor area at a time. • Cleaning requirements will be reviewed by all staff, an implementation plan designating who is responsible for cleaning procedures and duration will be designed and followed in hybrid model. • Signage will clearly state current equipment restrictions and availability • When outdoor equipment is available for use, it will be cleaned per CDC guidelines. Outdoor use will be scheduled with additional time in-between groups for cleaning. • Staff room use- microwave and refrigerator access will be scheduled. Other areas for the purpose of resting and eating will be designated to honoring 6 ft physical distancing.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include meal services/nutrition staff in planning for school reentry. ☒ Prohibit self-service buffet-style meals. ☒ Prohibit sharing of food and drinks among students and/or staff. ☒ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others and must put face coverings back on after finishing the meal or snack. ☒ Staff serving meals and students interacting with staff at mealtimes must wear face shields or face covering (see section 1h of the **Ready Schools, Safe Learners** guidance). ☒ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should 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, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.	• Building administration is working directly with RSD nutrition department to plan for meal offerings. • Students will eat in the cafeteria at 6 ft distance from one another so they can remove face coverings. If capacity in cafeteria does not allow this option for all classes, staff would be given an option to eating in classrooms or a priority list would be created • Explore eating outside. • Student lunch schedules will include handwashing prior to each meal. • Designated eating area will be sanitized between cohorts to include touchpoints and tables. • Staff serving meals will wear face shields or face coverings • All trays will be sanitized

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service. ☒ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the ***Ready Schools, Safe Learners*** guidance).	• Building administration will work directly with transportation to plan safe arrival/dismissal and transportation options. • Buses will be cleaned between cohorts • Loading and unloading protocols will include visual screening, • Students displaying symptoms will wear a face covering, will be placed 6 ft apart from other riders and seated in the first

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should be done at the time of arrival and departure. • If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. ○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. • If arriving at school, notify staff to begin isolation measures. ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. ☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. ☒ Drivers wear face shields or face coverings when not actively driving and operating the bus. ☒ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings). ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the ***Ready Schools, Safe Learners*** guidance to transportation settings.	row to ensure exit from bus first. Bus driver will call school office to notify of possible symptomatic student. • Drivers will wear face coverings while student enter and exit bus • Transportation details to include bus stop guidelines will be provided to parents prior to the start of hybrid model. • Students will be required to wear face coverings staring on the school bus.

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. ☒ Clean and disinfect playground equipment at least daily or between use as much as possible 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 should 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 should, to the extent possible, increase natural ventilation by opening windows and doors before	• Frequently touched surfaces will be wiped down throughout the day. Custodians will wipe down common areas, office staff will wipe office, and classroom teachers will wipe within the classroom. • Playground equipment will be disinfected between cohorts. • Disinfectants will be properly labeled and stored away from students. • RSD operations department will choose appropriate products to use around students and staff. • RSD operations will be asked to evaluate HVAC system to minimize indoor air circulation. When available windows and outdoor vents will be opened to offer fresh air. • Ventilation system filters will be changed frequently. Admin will seek guidance from operations on usage of fans and ventilation system duration. • Areas designated for hybrid use will be disinfected daily.

OHA/ODE Requirements	Hybrid/Onsite Plan
students arrive and after students leave, and while students are present. ☒ 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 should 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 should 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).	

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ OAR 581-022-2220 Health Services, requires districts to "maintain a prevention-oriented health services program for all students" including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. ☒ Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	• Identified isolation spaces will be designated prior to the start of hybrid model. When used as isolation, signs will identify use. Area will be disinfected after use. • Alder admin will continue to work directly with health care professionals to determine health service priorities.

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: • Contact tracing • The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. • Quarantine of exposed staff or students • Isolation of infected staff or students • Communication and designation of where the "household" or "family unit" applies to your residents and staff ☒ Review and take into consideration CDC guidance for shared or congregate housing: • Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible • Ensure at least 64 square feet of room space per resident • Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary;	Not applicable

OHA/ODE Requirements	Hybrid/Onsite Plan
• 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.	

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. • At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. • Fire drills must be conducted monthly. • Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. • Safety 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 should 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 should 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.	• In hybrid model, each cohort of students will receive instruction on emergency procedures (fires, earthquakes, and safety threats) each month, engage in monthly fire drills, engage in at least two earthquake and safety threat drills throughout the year. • Evacuation maps will take into consideration physical distancing when able. • In the case that physical distancing is not manageable the drill will be completed in less than 15 minutes. • All staff will be trained on safety drills prior to the first day of hybrid model. • Students will wash hands or use sanitizer after a drill.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills. ☒ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. ☒ Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to	• Students showing lagging skills will be offered supporting, instruction, and skill-building training to include collaborative problem solving where appropriate. Teachers and other support staff will be trained to offer this support to students. Teachers and support staff will work together to determine the best time and location to offer student support to consider students safety and learning environment. • Teachers will plan proactive measures to reduce known triggers • Teachers will adjust and ask for support as needed as unexpected triggers of behaviors occur

OHA/ODE Requirements	Hybrid/Onsite Plan
maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year. ☒ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors. ☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. ☐ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues. ☐ Plan for the impact of behavior mitigation strategies on public health and safety requirements: • Student elopes from area ○ If staff need to intervene for student safety, staff should: ● Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in behavior that requires them to be isolated from peers and results in a room clear. ○ If students leave the classroom: ● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff ● Ensure physical distancing and separation occur, to the maximum extent possible. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior). ○ If staff need to intervene for student safety, staff should: ● Maintain student dignity throughout and following the incident.	• Self-regulation skills will be taught in each classroom. Students needing additional support may be offered small group or 1:1 instruction and support in these skills. • Staff will receive training (Mandt, Trillium, Trauma informed care trainings) to support de-escalation, lagging skill instruction, and alternatives to restraint and seclusion. • Staff will receive training (Mandt, Trillium, Trauma informed care trainings) support, and reminders in their own self-regulation and resilience. • Create a resource bank for staff • Support team will create a written plan prior to hybrid to address the follow situations with safety and support in mind: - Student eloping from area - Staff intervention for struggling student - Unexpected interaction with another cohort - Room clear - Physical aggression student to student - Physical aggression student to adult - This plan will include proactive and responsive efforts and include disinfecting areas/equipment and communication plan following any of the above events.

OHA/ODE Requirements	Hybrid/Onsite Plan
● Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. ☒ Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space. **Protective Physical Intervention** ☒ Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the ***Ready Schools, Safe Learners*** guidance: Cleaning, Disinfection, and Ventilation).	

3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☒ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	• Alder staff will be familiar with "Planning for COIVD-19 scenarios in School." • Alder administrative staff will be well versed in applying the practices in "Planning for COIVD-19 scenarios in School." • Alder Elementary School will follow and coordinate with Reynolds School District and Local Public Health Authority to establish communication channels related to current transmission level.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☒ Ensure continuous services and implement Comprehensive Distance Learning. ☒ Continue to provide meals for students.	• Alder staff will be familiar with "Planning for COIVD-19 scenarios in School." • Alder administrative staff will be well versed in applying the practices in "Planning for COIVD-19 scenarios in School." • In response to an outbreak, all Alder students will be offered Comprehensive Distance Learning. • Reynolds School District will be offered meal services during any closures due to COVID-19 impact.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☒ Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains,	• Follow ODE Guidance • Alder administrative staff will be well versed in applying the practices in "Planning for COIVD-19 scenarios in School."

OHA/ODE Requirements	Hybrid/Onsite Plan
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.	• Alder will clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. • Alder administration and planning committee will consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools from any transitions for CDL to hybrid.

ASSURANCES

This section must be completed by any public school that is providing instruction through On-Site or Hybrid Instructional Models.
Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section unless the school is implementing the* Limited In-Person Instruction *provision under the Comprehensive Distance Learning guidance.
This section does not apply to private schools.

☐ We affirm that, in addition to meeting the requirements as outlined above, our school plan has met the collective requirements from ODE/OHA guidance related to the 2020-21 school year, including but not limited to requirements from:

- Sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance,
- The ***Comprehensive Distance Learning*** guidance,
- The ***Ensuring Equity and Access: Aligning Federal and State Requirements*** guidance, and
- ***Planning for COVID-19 Scenarios in Schools***

☐ We affirm that we cannot meet all of the collective requirements from ODE/OHA guidance related to the 2020-21 school year from:

- Sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance,
- The ***Comprehensive Distance Learning*** guidance,
- The ***Ensuring Equity and Access: Aligning Federal and State Requirements*** guidance, and
- ***Planning for COVID-19 Scenarios in Schools***

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

4. Equity

5. Instruction

6. Family, Community, Engagement

7. Mental, Social, and Emotional Health

8. Staffing and Personnel

Assurance Compliance and Timeline

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

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

OREGON DEPARTMENT OF EDUCATION

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OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Reynolds Community Transition Program
Key Contact Person for this Plan	Deb Miller
Phone Number of this Person	503-661-7200 x3216
Email Address of this Person	dgmiller@rsd7.net
Sectors and position titles of those who informed the plan	Deb Miller, Principal Dionne Madigan, teacher Ann Campbell, teacher Heather Finkas, teacher Jackie Taylor, SLP
Local public health office(s) or officers(s)	Lorie Coe, RN, *School Health Nurse* *Reynolds School District- Reynolds CTP* *Multnomah Education Service District- MESD* lcoe@rsd7.net
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Deb Miller, Dionne Madigan
Intended Effective Dates for this Plan	
ESD Region	MESD

[1] For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.
[2] For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.
[3] Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a government-to-government basis.

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

3. Indicate which instructional model will be used.

Select One:

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

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-19 in the initial template) and submit online. (https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

In completing this portion of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Here is a link to the overview of CDL Requirements. Please name any requirements you need ODE to review for any possible flexibility or waiver.

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.

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

0. Community Health Metrics

METRICS FOR ON-SITE OR HYBRID INSTRUCTION

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

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

☐ The school currently meets the exceptions required to provide in-person person education for students in grades K-3 (see section 0d(1) of the ***Ready Schools, Safe Learners*** guidance).

☐ The school currently meets the exceptions required to provide limited in-person instruction for specific groups of students (see section 0d(2) of the ***Ready Schools, Safe Learners*** guidance).

☐ The school currently meets the exceptions required for remote or rural schools in larger population counties to provide in-person instruction (see section 0d(3) of the ***Ready Schools, Safe Learners*** guidance).

☐ The school currently meets the exceptions required for smaller population counties to provide in-person instruction (see section 0d(4) of the ***Ready Schools, Safe Learners*** guidance).

☐ The school currently meets the exceptions required for schools in low population density counties (see section 0d(5) of the ***Ready Schools, Safe Learners*** guidance).

☐ The school currently meets the exceptions required for small districts to provide in-person instruction (see section 0d(6) of the ***Ready Schools, Safe Learners*** guidance).

1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Implement measures to limit the spread of COVID-19 within the school setting. ☒ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. ☒ Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. ☒ Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school	Communicable Plan: The school has developed a Communicable Disease Management Plan based on a school-site template provided by MESD School Nursing Services, as well as requirements noted in the Ready Schools Safe Learners Guidance Document. LPHA Staff: Heather Godsey, MESD Nurse Consultant hgodsey@mesd.k12.or.us 503-257-1709 Lorie Coe, BSN, RN, *School Health Nurse* *Reynolds School District- Reynolds CTP*

OHA/ODE Requirements	Hybrid/Onsite Plan
policies and plans. Review relevant local, state, and national evidence to inform plan. ☒ Process and procedures established to train all staff in sections 1 - 3 of the ***Ready Schools, Safe Learners*** guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. ☒ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. ☒ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. ☒ Process to report to the LPHA any cluster of any illness among staff or students. ☒ Protocol to cooperate with the LPHA recommendations. ☒ Provide all logs and information to the LPHA in a timely manner. ☒ Protocol for screening students and staff for symptoms (see section 1f of the ***Ready Schools, Safe Learners*** guidance). ☒ Protocol to isolate any ill or exposed persons from physical contact with others. ☒ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the ***Ready Schools, Safe Learners*** guidance). ☒ Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit. • If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the ***Ready Schools, Safe Learners*** guidance), the daily log may be maintained for the cohort. • If a student(s) is not part of a stable cohort, then an individual student log must be maintained. ☒ Required components of individual daily student/cohort logs include: • Child's name • Drop off/pick up time • Parent/guardian name and emergency contact information • All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student ☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. ☒ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site. ☒ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19. ☒ Protocol to respond to potential outbreaks (see section 3 of the ***Ready Schools, Safe Learners*** guidance).	*Multnomah Education Service District- MESD* lcoe@mesd.k12.or.us Protocol Notify LPAH: All suspected or confirmed cases of COVID-19 or instances of COVID-19 exposure in RSD employees, students, contractors, and visitors to district sites are reported to RSD through a COVID-19 Case Online Reporting Form to ensure that precautionary steps can be taken to prevent the spread of the virus and that the MESD District Nurse Consultant coordinates appropriate notifications and recommendations with Multnomah County Health Department. Plans Disinfection: Custodial staff follow an established schedule to ensure areas used are systematically disinfected per the CDC's guidance on disinfecting public spaces. Process Report to LPBHA: All suspected or confirmed cases of COVID-19 or instances of COVID-19 exposure in RSD employees and student are reported to RSD and MESD School Nursing through a COVID-19 Case Online Reporting Form Protocol Cooperate: The MESD Nurse Consultant provides recommendations to District Operations and sites reporting possible exposure through an established COVID-19 Online Reporting Form. Logs and information are reported in a timely manner through the RSD-MESD COVID-19 Case Online Reporting Form. Protocol Screening Staff and Students: Reynolds Community Transition Program has developed plans and procedures to ensure proper daily and effective screening before students and staff enter school by having evaluated our physical layout, doorways and other options. Protocol Isolate: As part of its Communicable Disease Plan, Reynolds Community Transition Program has identified an area to isolate any ill or exposed persons from physical contact with others. (room formerly used as computer lab) Protocol Itinerant/District Staff: Reynolds Community Transition Program established a process to ensure all itinerant and all district staff are logged in and out, including areas visited and with whom they were in contact. All district staff also are required to swipe their ID badge upon entry into any building, which also provides an additional record if needed. Process Consult with LPHA: District Operations and MESD Nursing Services have developed a process for schools to report and consult, including additional cleaning and possible classroom or program closure. Potential Outbreaks: In consultation with District Operations and the MESD Nurse Consultant, Reynolds Community Transition Program will utilize the "Planning for COVID-19 Scenarios in Schools" toolkit to respond to potential outbreaks, including, but not limited to, required notifications, cleaning and possible classroom or program closure. Custodial staff will close off affected area; provide increased ventilation of area if possible; stay out of the closed area as long as possible; disinfect closed area(s) using fogger. Additional school specific details: - Classroom sanitization will occur each day when students are not present. - Classroom touch-point areas (door handles, sink handles, etc) will be wiped down throughout the day as needed.

OHA/ODE Requirements	Hybrid/Onsite Plan
	Teachers (following safety protocols) and custodians will both work to wipe areas of the classroom that are highly used. Students may use wipes (currently limited available) but may not use the current spray formula (following directions on bottle). - Students will have their own labeled supplies. Any shared supplies will be "sanitized" between use. - Students will be assigned an arrival/dismissal entrance to limit exposure to large group of students. Each entrance will lead directly to one classroom. Prior to return to the building parents, students, and staff will be informed of the arrival/dismissal protocols and expectations. Late arrivals will all come through the front entrance. - Students will be allowed to use the restroom as needed but will be required to stay in assigned area. - Staff restroom protocol (to come) - The principal and teachers will ensure proper guidance (signage, branding, training, messaging home and school) to ensure physical distancing is utilized to keep all participants safe. - All Reynolds Community Transition Program staff have the authority to support and reinforce physical distancing requirement. - All staff will be trained in sections 1-3 of Ready School, Safe Learners details prior to the first day of in person instruction. - Signs will be posted in common areas to signify when the area was last used and last cleaned. Examples-If a class were to enter the library for use, they would document on paper date and time of entrance. Then when the area is sanitized custodian will date and sign it was sanitized and ready for next use. - Staff walking through the entrance of the school will serve as self- reporting that they are meeting health guidelines to work. - The classroom formerly used as a computer lab will be used for an isolation area as needed. Documentation will be used to identify the area when in use. Thorough sanitization will occur prior to and after use for isolation space. - If a potential case is presented at Reynolds Community Transition Program we will send home an email to all student, parents, and guardians. Also, send information in advance of what the process is (create the standard protocol) - Synergy and daily schedule will be used to log cohort interactions. Anything outside of the regular schedule will be tracked on sanitization/use log sheets. - Itinerant staff will be required to keep an updated calendar with shared access with Deb Miller. It is not classroom teacher's responsibility to document other staff joining the classroom. Staff who have a consistent schedule will only document things outside the regular schedule.

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. **Medically Fragile, Complex and Nursing-Dependent Student Requirements** ☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services: 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. ☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law: Communicate with parents and health care providers to determine return to school status and current needs of the student. • Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. • Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. • The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. • Service provision should consider health and safety as well as legal standards. • Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers. • Work with an interdisciplinary team to meet requirements of ADA and FAPE. • High-risk individuals may meet criteria for exclusion during a local health crisis. • Refer to updated state and national guidance and resources such as: ○ 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	The Reynolds School District has selected the Hybrid Instructional Model to ensure that all of its schools can serve its students in high-risk populations. Reynolds Community Transition Program will operate according to the Hybrid Instructional Model. Reynolds School District (RSD) contracts with Multnomah Education Service District's (MESD) School Health Services department to provide nursing services to medically fragile, complex and nursing-dependent students aligned with the mandated ratios identified in ORS 336.201. In addition, RSD has prioritized staffing levels to also provide preventive nursing services for the general population of students. RSD currently has eight (8) registered nurses and one (1) school health assistant providing nursing services for the medically fragile, complex, and general population students. RSD also has contracted for three (3) nursing positions to support current nursing dependent students. RSD is working with our school health providers to update the various health services in the district (nursing, speech language pathology, occupational therapy, physical therapy, and behavioral and mental health services. These updates are to align health management plans, care plans, IEPs and 504s with current health care considerations. • The CTP Team (teachers, transition specialists and educational assistants) will address student health needs in addition to student engagement and attendance. The school's registered nurse will join the team to communicate those needs. • Signs will be placed at the entry of each space to identify the maximum occupancy in consideration of 35 square feet per person.

OHA/ODE Requirements	Hybrid/Onsite Plan
assist a child with a disability to benefit from special education.' ○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.	

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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. ☒ 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 (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 should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.	Signs will be placed throughout the hallways and classrooms as reminders of 6 ft social distance requirements. Instruction will be planned to allow for 6 ft distancing for all activities. Any anticipated areas where a line might occur will be marked for distance. Cohorts will be designed to accommodate no more than 50% of the school population each day. All students will receive initial instruction on physical distancing. All staff will reinforce message. Videos will be created and available to reinforce the message as well. Staff will be required to honor physical distancing. Plan for Students Additional Support: School administrators, transition specialists, educational assistants and other support staff will work with students who need additional support in maintaining physical distancing requirements. -

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. ☒ 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.	Students will be placed in stable classroom cohorts of no more than 15 students. Bus cohorts will be established based on classroom cohort assignments. Students will not be a part of any one cohort or cross cohorts that exceed 100 people. Attendance, and area records will serve as tracing. Cohorts utilizing assigned restrooms assigned to their pod will minimize interactions. Teachers and custodians will disinfect surfaces throughout the day as needed.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. ☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers. ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	All students will have access to general education via select community work sites in which social distancing and all hygiene requirements can be enforced. Support services will happen as an integrated part of the classroom whenever possible. Staff will be required to wash hands when moving between different cohorts.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. ☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. • The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). ☒ Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. ☒ Provide all information in languages and formats accessible to the school community.	Communicate Start On-Site Instruction; The building administrator and Safety Team will provide training for staff at the start of on-site instruction and periodically to review the required infection control measures. Additionally, all district employees were required to complete by October 31, 2020 several modules of Safe School training on the prevention of COVID-19 in the school setting. In accordance with the Oregon School Nurses' Association Communicable Disease School Communication Protocol, Reynolds Community Transition Program follows the recommendations of the MESD Nurse Consultant, based on her investigation of the reported case, on any required communication with/notification to students, families or staff who may be impacted by the reported potential COVID-19 case. In consultation with District Operations and the MESD Nurse Consultant, Reynolds Community Transition Program will utilize the "Planning for COVID-19 Scenarios in Schools" toolkit to respond to potential outbreaks, including, but not limited to, required notifications, cleaning and possible classroom or program closure. -

1f. ENTRY AND SCREENING

☒ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms**,** or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows: • Primary symptoms of concern: cough, fever (*temperature* greater than 100.4°F) or chills, shortness of breath, or difficulty breathing.	Anyone not able to answer health questions should stay home or be directed to go back home. Parents are the initial screener for students and should not send students to school who are showing signs or symptoms. School will send home health screening questions for parent review and consideration.

• Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC.
• In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance.
• Emergency signs that require immediate medical attention:
  ○ Trouble breathing
  ○ Persistent pain or pressure in the chest
  ○ New confusion or inability to awaken
  ○ Bluish lips or face (lighter skin); greyish lips or face (darker skin)
  ○ Other severe symptoms
☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health.
• Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the ***Ready Schools, Safe Learners*** guidance) and sent home as soon as possible. See table "*Planning for COVID-19 Scenarios in Schools.*"
• Additional guidance for nurses and health staff.
☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See table "*Planning for COVID-19 Scenarios in Schools.*"
☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.
☒ 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.
	Bus drivers should alert staff if there are any students on the bus who are showing symptoms. Staff will meet the bus and get students to isolation ASAP.
	
	Staff will be assigned to parking lot to help screen students as they get off bus and direct them to appropriate entrance. Students will enter school through individual classroom entrances. CTP staff monitor social distancing as students walk to class.
	
	Staff will be assigned at each entrance for screening students as they enter the classroom. Any students showing symptoms or reporting symptoms should remain outside the classroom. The teacher will call the parent/guardian/caregiver and assign a staff member to escort the student to the isolation space (former computer lab) until the student can be sent home.
	
	Stable cohorts will be assigned to a single classroom for the duration of their school day.
	
	Students will be use hand sanitizer at each classroom entrance.
	
	Visitors and volunteers will not enter the building at this time.
	
	Follow LPHA Advice: REYNOLDS Community Transition Program and District Operations follow the advice and recommendations of the MESD Nurse Consultant related to any COVID-19 staff or student report filed. REYNOLDS Community Transition Program also has an assigned MESD school nurse who is available to provide advisement and guidance in collaboration with the Nurse Consultant.
	
	Staff/Students Chronic Cough: In consultation with District Operations and the MESD Nurse Consultant, REYNOLDS Community Transition Program will utilize the "Planning for COVID-19 Scenarios in Schools" toolkit to address any staff or student with exhibit a chronic or baseline cough.
	
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1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Restrict non-essential visitors/volunteers. • Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. • Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. ☒ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See table "*Planning for COVID-19 Scenarios in Schools.*" ☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit. ☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.	Current CDL restrictions will remain in place in the Hybrid model related to non-essential visitors. Non-essential visitors will not be allowed within the building. Parents/guardians/caregivers will be asked to stay outside if they dropping off or picking up their student.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices. ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings. ☒ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time: • Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;" ○ Students should not be left alone or unsupervised; ○ Designated area or chair should 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 should also wear appropriate Personal Protective Equipment (PPE) for their role. • Additional guidance for nurses and health staff. **Protections under the ADA or IDEA** ☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should 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 should 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. • 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. Placement determinations cannot be made due solely to the inability to wear a face covering. 3. Plans should include updates to accommodations and modifications to support students. • Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families	Face coverings will be required by staff and students. Face mask options will be provided by the building. Students and staff can choose to wear their own or one provided. Face coverings may be removed for eating. Students and staff will remain over 6ft apart any time a face covering is not worn. After students are finished eating, they will wash hands and the area will be wiped. Students needing to remove face covering for any reason will need to move apart from the group. If students are needing this support teachers can choose to assign staff to take students on an outside break. CTP staff will address students with reminders to wear face covering as appropriate. Nurse and staff will need to wear PPE grade equipment when in contact with anyone showing symptoms. For students who require an accommodation to meet the requirement for face coverings, the school team will work closely with the student and family to develop a plan in alignment with ODE guidance to accommodate the student's needs and ensure safety of staff and other students. For students eligible for IEP/504 services who cannot wear a face covering due to the nature of the disability, the school team will work closely with the student and family to develop or amend a plan. The school team will 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, school teams will consider whether the student's inability to consistently wear a face covering or face shield as required is due to a disability. If the school team suspects a disability, the team will proceed through the evaluation and eligibility process. For students who require an accommodation to meet the requirement for face coverings, the school team will work closely with the student and family to develop a plan in alignment with ODE guidance to accommodate the student's needs and ensure safety of staff and other students. For students eligible for IEP/504 services who cannot wear a face covering due to the nature of the disability, the school team will work closely with the student and family to develop or amend a plan. The school team will 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, school teams will consider whether the student's inability to consistently wear a face covering or face shield as required is due to a disability. If the school team suspects a disability, the team will proceed through the evaluation and eligibility process. • Students and staff can choose to wear their own or one provided. • Face coverings may be removed for eating.

OHA/ODE Requirements	Hybrid/Onsite Plan
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 should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.	• Students and staff will remain over 6ft apart any time a face covering is not worn. • After students are finished eating, they will wash hands and the area will be wiped. • Students needing to remove face covering for any reason will need to move apart from the group. • Students needing to remove face covering for any reason will need to move apart from the group. If students are needing this support teachers can choose to assign staff to take students on an outside break. • CTP will address students with reminders to wear face covering as appropriate • Nurse and CTP staff will need to wear PPE grade equipment when in contact with anyone showing symptoms. • Accommodations needed for face coverings will be considered on an individual basis. An alternate and individualized plan will be written for each student not wearing a face covering. • IEPs will be reviewed. Any student not able to wear a face covering will have an individualized plan to address health and safety actions. • If a student not on an IEP is consistently showing resistance to a face covering an SST meeting for problem solving and consideration of student need (including possibility of impact from a disability) will be considered. • Any staff members needing accommodations should meet with building administration.

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day. ☒ Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. • Consider required physical arrangements to reduce risk of disease transmission. • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. • Additional guidance for nurses and health staff. ☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.	If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. If arriving at school, notify staff to begin isolation measures. If transporting for dismissal and the student displays an onset of symptoms, notify the school. Staff exhibiting symptoms upon arrival will be directed to return home. If unable, staff will isolate in a designated isolation area until transportation can be arranged.

OHA/ODE Requirements	Hybrid/Onsite Plan
• School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands should 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 should 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.	

2. Facilities and School Operations

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

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. ☒ 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.	If a student has been absent for more than 10 days, CTP staff will contact families by phone and conduct home visits when families don't respond. Every effort will be made to locate student and provide appropriate support. Student Outreach Team will meet weekly to review teacher documentation and discuss interventions to re-engage students in school and provide academic, financial, and socio-emotional supports to families as needed.

OHA/ODE Requirements	Hybrid/Onsite Plan
• 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 should reach out to offer support at least weekly until the student has resumed their education. ☒ When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.	

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). ☒ Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). ☒ Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present. ☒ Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance. ☒ Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.	Attendance will be taken daily. Teachers will accept assignments and two-way communication regarding academics as evidence of attendance. Student Attendance: Reynolds CTP will share with parents and students clear and concise district attendance and participation expectations for the hybrid learning model before in person instruction begins. CTP staff will also support family involvement and students' regular attendance both for the online and in person components of the hybrid model.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the ***Ready Schools, Safe Learners*** guidance).	Students will continue to use district supplied devices assigned to the student and there will be no sharing of devices.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	Students will return devices needing return, inventory, updating, or redistributing to CTP staff following social distance guidelines. Devices will be isolated in plastic Ziploc bag and accessed by properly safeguarded technicians and cleaned with approved disinfectant.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Handwashing:** All people on campus should be advised and encouraged to wash their hands frequently. ☒ **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. ☒ **Events:** Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. ☒ **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. ☒ **Personal Property**: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.	**Handwashing:** handwashing will be taught through a series of mini-lessons, branded with posters, and reinforced with reminders and hand washing scheduling prior to meals and during location transitions. Hand sanitizer will also be available in every classroom. **Equipment:** Any shared equipment will be wiped between use. **Events:** Large gatherings, field trips, etc. will either be canceled or offered virtually. Some limited community vocational experiences may be developed in the community in sites where all hygiene and cohorting restrictions can be maintained. **Transitions/Hallways:** Transitions will be minimized and scheduled to minimize crowding. Visual cues for lining up, standing, and walking direction will be present. **Personal Property**: Items brought will need to be labeled and used for personal use only. Labels will be available in each classroom as needed.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☒ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the ***Ready Schools, Safe Learners*** guidance). ☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. • 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.	Dismissal- Students will exit through the same entrance that they entered through to individual classrooms Staff will supervise hallways and exits during dismissal to ensure social distancing guidelines are followed. Schedules will articulate arrival, dismissal, and transition times. Sign-ins will be designed to minimize any material sharing. Any common sign-in sheet or area will include hand sanitizer. Arrival and dismissal procedures will be published to parents prior to the first day of hybrid learning. Parents driving students will be asked to stay in their vehicle. Staff on duty will ensure students get to the correct entrance. Parents will not enter the building at arrival or dismissal. Late arrivals will all enter through their designated class entance. Staff will walk students to buses and pick-up zones during dismissal

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Seating:** Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times.	**Seating:** Furniture will be arranged and marked with a minimum of 35 square feet per person.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **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 should be disposed of in a garbage can, then hands washed or sanitized immediately. • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	**Materials:** Students will be designated materials labeled with student names. If materials need to be shared hand sanitizer and wipes will be used between use. **Handwashing:** each class will present a series of handwashing lessons and review lessons, signs will be placed throughout the building, reminders will be shared frequently.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). ☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. ☐ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. ☐ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible 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 staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults.	CTP does not have a school playground. Soap in restroom and hand sanitizers will be checked daily and refilled as needed. Students will be instructed in hand-washing mini-lessons. If a student leaves their designated classroom, they will use hand sanitizer upon returning to the classroom. Cleaning requirements will be reviewed by all staff, an implementation plan designating who is responsible for cleaning procedures and duration will be designed and followed in hybrid model. Signage will clearly state current equipment restrictions and availability Staff room use- microwave and refrigerator access will be scheduled for single person usage at a time. Other areas for the purpose of resting and eating will be designated to honor 6 ft physical distancing. Custodians: Cleaning and disinfecting will be maintained for all areas of the school. Disinfecting of frequently touched surfaces will be performed throughout the day and the school will be disinfected using an electrostatic fogger at night.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include meal services/nutrition staff in planning for school reentry. ☒ Prohibit self-service buffet-style meals. ☒ Prohibit sharing of food and drinks among students and/or staff. ☒ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. ☒ Staff serving meals and students interacting with staff at mealtimes must wear face shields or face covering (see section 1h of the **Ready Schools, Safe Learners** guidance). ☒ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should 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.	Building administration is working directly with RSD nutrition department to plan for meal offerings. Meals will be delivered to student classrooms during breakfast and lunch. Students will eat in their own classroom at their own table/desk. Student lunch schedules will include handwashing/sanitizing prior to each meal. Designated eating area will be sanitized between cohorts to include touchpoints and tables. Staff serving meals will wear face shields or face coverings. All trays will be sanitized. Staff will have staggered lunch times to maintain social distancing in the staff room and in the common eating/kitchen area.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Adequate cleaning and disinfection of tables between meal periods. ☒ Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.	

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service. ☒ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the ***Ready Schools, Safe Learners*** guidance). ☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should be done at the time of arrival and departure. • If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. ○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. • If arriving at school, notify staff to begin isolation measures. ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. ☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. ☒ Drivers wear face shields or face coverings when not actively driving and operating the bus. ☒ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings). ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the ***Ready Schools, Safe Learners*** guidance to transportation settings.	Building administration will work directly with transportation to plan safe arrival/dismissal and transportation options. Students will ride in cohorts of 28 or fewer Students will be seated 6 ft. from driver- Seats are marked for proper distancing as a visual aid to assist students while loading Bus drivers will maintain attendance logs for contact tracing Buses will be cleaned between cohorts. Loading and unloading protocols will include visual screening, Students displaying symptoms will wear a face covering, will be placed 6 ft apart from other riders and seated in the first row to ensure exit from bus first. and multiple windows should be opened to allow for fresh air circulation, if feasible. Bus driver will call school office to notify of possible symptomatic student. Drivers will wear face coverings while student enter and exit bus. Transportation details will be provided to parents prior to the start of hybrid model. Students will be required to wear face coverings starting on the school bus.

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. ☒ Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.	Clean and Sanitize: Cleaning and disinfecting will be maintained for all areas of the school. Disinfecting of frequently touched surfaces will be performed by custodians throughout the day and the school will be disinfected using an electrostatic fogger at night. Disinfectants will be properly labeled and stored away from students. RSD operations department will choose appropriate products to use around students and staff. Disinfectant being used in fogger is Bioesque Botanical Disinfectant Solution: ○ EPA List N Registered Broad-Spectrum Disinfectant

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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 should 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 should, to the extent possible, increase natural ventilation by opening windows and doors before students arrive and after students leave, and while students are present. ☒ 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 should 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 should 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).	○ Kills 99.9% of Bacteria, Viruses, Fungi & Molds ○ No Personal Protective Equipment (PPE) Needed ○ Botanically Derived Active Ingredient School HVAC systems are being maintained to ensure efficient performance and air exchange rate. Where equipment can maintain required balancing, the MERV rating of the filtration will be increased. Custodians: According to checklist will clean assigned areas. Classrooms and offices are disinfected using electrostatic fogger. School HVAC systems are being evaluated to upgrade their performance and increase the air exchange rate and the MERV filtration rating where appropriate.

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ OAR 581-022-2220 Health Services, requires districts to "maintain a prevention-oriented health services program for all students" including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. ☒ Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	The former computer lab will be used as an isolation room. Signs will identify use. Area will be disinfected after use. Reynolds CTP admin will continue to work directly with health care professionals to determine health service priorities.

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: • Contact tracing • The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. • Quarantine of exposed staff or students • Isolation of infected staff or students • Communication and designation of where the "household" or "family unit" applies to your residents and staff	Not applicable

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ 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.	

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. • At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. • Fire drills must be conducted monthly. • Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. • Safety 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 should 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 should 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.	In hybrid model, each cohort of students will receive instruction on emergency procedures (fires, earthquakes, and safety threats) each month, engage in monthly fire drills, engage in at least two earthquake and safety threat drills throughout the year. Evacuation maps will take into consideration physical distancing when able. In the case that physical distancing is not manageable the drill will be completed in less than 15 minutes. All staff will be trained on safety drills prior to the first day of hybrid model. Students will wash hands or use sanitizer after a drill.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills. ☒ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. ☒ Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year. ☒ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes) and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors. ☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. ☒ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues. ☒ Plan for the impact of behavior mitigation strategies on public health and safety requirements: • Student elopes from area ○ If staff need to intervene for student safety, staff should: ● Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in behavior that requires them to be isolated from peers and results in a room clear. ○ If students leave the classroom: ● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff ● Ensure physical distancing and separation occur, to the maximum extent possible. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior). ○ If staff need to intervene for student safety, staff should: ● Maintain student dignity throughout and following the incident.	Students showing lagging skills will be offered supporting, instruction, and skill-building training to include collaborative problem solving and restorative dialogue where appropriate. Teachers and other support staff will be trained to offer this support to students. Teachers and support staff will work together to determine the best time and location to offer student support to consider students safety and learning environment. Teachers will plan proactive measures to reduce known triggers Teachers will adjust and ask for support as needed as unexpected triggers of behaviors occur. Identified staff will receive training (Mandt, Trillium, Trauma informed care trainings) to support de-escalation, lagging skill instruction, and alternatives to restraint and seclusion. Staff will follow district protocols to address the follow situations with safety and support in mind: • Student eloping from area • Staff intervention for struggling student • Unexpected interaction with another cohort • Room clear • Physical aggression student to student • Physical aggression student to adult This plan will include proactive and responsive efforts and include disinfecting areas/equipment and communication plan following any of the above events. Face shields may be cleaned and disinfected by instructional staff. Personal face coverings should be taken home and laundered (disposable face coverings are available for staff and students).

OHA/ODE Requirements	Hybrid/Onsite Plan
● Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. ☒ Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space. **Protective Physical Intervention** ☒ Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the ***Ready Schools, Safe Learners*** guidance: Cleaning, Disinfection, and Ventilation).	

3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☒ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	REYNOLDS CTP staff will be familiar with "Planning for COIVD-19 scenarios in School." REYNOLDS CTP administrator will be well versed in applying the practices in "Planning for COVID-19 scenarios in School." Coordinate with LPHA: District Operations has established communication and reporting protocols for all students and staff with MESD Nursing Services and Multnomah Department of Public Health.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☒ Ensure continuous services and implement Comprehensive Distance Learning. ☒ Continue to provide meals for students.	REYNOLDS CTP staff will be familiar with "Planning for COIVD-19 scenarios in School." REYNOLDS CTP administrator will be well versed in applying the practices in "Planning for COIVD-19 scenarios in School." In response to an outbreak, all REYNOLDS CTP students will be offered Comprehensive Distance Learning. Reynolds School District will be offered meal services during any closures due to COVID-19 impact.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☒ Clean, sanitize, and disinfect surfaces (e.g., playground equipment, 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.	REYNOLDS CTP staff will be familiar with "Planning for COIVD-19 scenarios in School." REYNOLDS CTP administrative staff will be well versed in applying the practices in "Planning for COIVD-19 scenarios in School." REYNOLDS CTP will clean, sanitize, and disinfect surfaces (e.g., equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. REYNOLDS CTP administration and planning committee will consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools from any transitions for CDL to hybrid.

ASSURANCES

This section must be completed by any public school that is providing instruction through On-Site or Hybrid Instructional Models.
Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section unless the school is implementing the* Limited In-Person Instruction *provision under the Comprehensive Distance Learning guidance.
This section does not apply to private schools.

☒ We affirm that, in addition to meeting the requirements as outlined above, our school plan has met the collective requirements from ODE/OHA guidance related to the 2020-21 school year, including but not limited to requirements from:

- Sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance,
- The ***Comprehensive Distance Learning*** guidance,
- The ***Ensuring Equity and Access: Aligning Federal and State Requirements*** guidance, and
- ***Planning for COVID-19 Scenarios in Schools***

☐ We affirm that we cannot meet all of the collective requirements from ODE/OHA guidance related to the 2020-21 school year from:

- Sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance,
- The ***Comprehensive Distance Learning*** guidance,
- The ***Ensuring Equity and Access: Aligning Federal and State Requirements*** guidance, and
- ***Planning for COVID-19 Scenarios in Schools***

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

4. Equity

5. Instruction

6. Family, Community, Engagement

7. Mental, Social, and Emotional Health

8. Staffing and Personnel

Assurance Compliance and Timeline

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

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

OREGON DEPARTMENT OF EDUCATION

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OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

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

1. Please fill out information:

[1] For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.
[2] For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.
[3] Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a government-to-government basis.

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Davis Elementary School
Key Contact Person for this Plan	Ashley Davis (Furlong)- Principal Mykle Rojas- Assistant Principal
Phone Number of this Person	504-665-9193
Email Address of this Person	afurlong@rsd7.net mrojas@rsd7.net
Sectors and position titles of those who informed the plan	Ashley Davis, Principal Mykle Rojas, Assistant Principal Amy Alterman, Kindergarten teacher Paula Watkins, 1st grade teacher Tammy Sykes, 2nd grade teacher Shawnee Shelby, 3rd grade teacher Nicole Golubickas, 4th grade teacher Lauren Mummert, 5th grade teacher Collen Mullins, 3-5 Social Communication Teacher Annette Idler, Child Development Specialist Ann Shapiro, Resource Room Teacher Kelly Hann, ELD Specialist Jennifer Pierce-Griffin, PE Teacher Alisa Brummer, Educational Assistant Richard Butler, Educational Assistant Kevin Donato, SUN Site Manager Ashlie Miller, CUC Admin Intern
Local public health office(s) or officers(s)	Multnomah County Health Department Patricia Charles-Heathers, Director 619 NW 6th Ave. Portland, OR 97209 509-988-3674 Jamie Smith, Coordinator, School Health Services Multnomah Education Service District (MESD) 11611 NE Ainsworth Circle Portland, OR 97220 503-257-1732 Cell: 541-279-3136 jsmith2@mesd.k12.or.us
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Ashley Davis- Principal Mykle Rojas- Assistant Principal
Intended Effective Dates for this Plan	Plan will be implemented when Multnomah County is able to meet the Governor's established re-opening metrics.
ESD Region	Multnomah County

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

District parent survey
Davis specific staff survey
REA staff survey
ODE conference calls
Parent Zoom meeting, both English and Spanish session- July 23rd from 4:00-6:00
Davis Staff Reopening Q&A Meeting- July 28th at 10:00 am
Davis Leadership Team planning weekly meetings for planning
Opportunity for whole staff to provide feedback and ask questions about the Davis hybrid plan.
Parent Meeting on October 27th to gather parent feedback.

3. Indicate which instructional model will be used.

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

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

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

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

In completing this portion of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Here is a link to the overview of CDL Requirements. Please name any requirements you need ODE to review for any possible flexibility or waiver.

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.

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

0. Community Health Metrics

METRICS FOR ON-SITE OR HYBRID INSTRUCTION

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

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

☐ The school currently meets the exceptions required to provide in-person person education for students in grades K-3 (see section 0d(1) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required to provide limited in-person instruction for specific groups of students (see section 0d(2) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required for remote or rural schools in larger population counties to provide in-person instruction (see section 0d(3) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required for smaller population counties to provide in-person instruction (see section 0d(4) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required for schools in low population density counties (see section 0d(5) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required for small districts to provide in-person instruction (see section 0d(6) of the ***Ready Schools, Safe Learners*** guidance).

1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Implement measures to limit the spread of COVID-19 within the school setting. ☒ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. ☒ Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.	**Classroom sanitization will occur each day when students are not present**. • Classroom touch-point areas (door handles, sink handles, etc.) will be wiped down throughout the day as needed.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. ☒ Process and procedures established to train all staff in sections 1 - 3 of the ***Ready Schools, Safe Learners*** guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. ☒ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. ☒ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. ☒ Process to report to the LPHA any cluster of any illness among staff or students. ☒ Protocol to cooperate with the LPHA recommendations. ☒ Provide all logs and information to the LPHA in a timely manner. ☒ Protocol for screening students and staff for symptoms (see section 1f of the ***Ready Schools, Safe Learners*** guidance). ☒ Protocol to isolate any ill or exposed persons from physical contact with others. ☒ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the ***Ready Schools, Safe Learners*** guidance). ☒ Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit. • If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the ***Ready Schools, Safe Learners*** guidance), the daily log may be maintained for the cohort. • If a student(s) is not part of a stable cohort, then an individual student log must be maintained. ☒ Required components of individual daily student/cohort logs include: • Child's name • Drop off/pick up time • Parent/guardian name and emergency contact information • All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student ☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. ☒ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site. ☒ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19. ☒ Protocol to respond to potential outbreaks (see section 3 of the ***Ready Schools, Safe Learners*** guidance).	• Teachers (following safety protocols) and custodians will both work to wipe areas of the classroom that are highly used. • Students may use wipes (currently limited available) but may not use the current spray formula (following directions on bottle). • Students will have their own labeled supplies. Any shared supplies will be "sanitized" between use. Protocols for all areas will be posted around the building. Staff restroom protocol will be use. The principal will ensure proper guidance (signage, branding, training, messaging home and school) to ensure physical distancing is utilized to keep all participants safe. All Davis staff have the authority to support and reinforce physical distancing requirement. (Keeping language soft and supportive and considering the challenge of maintaining our own distance. (Perhaps a common phrase) **Communicable Plan**: The school has developed a Communicable Disease Management Plan based on a school-site template provided by MESD School Nursing Services, as well as requirements noted in the Ready Schools Safe Learners Guidance Document. LPHA Staff: Heather Godsey, MESD Nurse Consultant hgodsey@mesd.k12.or.us 503-257-1709; Lorie Coe, MESD Nurse, lcoe@mesd.k12.or.us Protocol Notify LPAH: • All suspected or confirmed cases of COVID-19 or instances of COVID-19 exposure in RSD employees, students, contractors, and visitors to district sites are reported to RSD through a COVID-19 Case Online Reporting Form to ensure that precautionary steps can be taken to prevent the spread of the virus and that the MESD • District Nurse Consultant coordinates appropriate notifications and recommendations with Multnomah County Health Department. • Plans Disinfection: Custodial staff follow an established schedule to ensure areas used are systematically disinfected per the CDC's guidance on disinfecting public spaces. • Process Report to LPBHA: All suspected or confirmed cases of COVID-19 or instances of COVID-19 exposure in RSD employees and student are reported to RSD and MESD School Nursing through a COVID-19 Case Online Reporting Form. • Protocol Cooperate: The MESD Nurse Consultant provides recommendations to District Operations and sites reporting possible exposure through an established COVID-19 Online Reporting Form. • Provide Logs: Logs and information are reported in a timely manner through the RSD-MESD COVID-19 Case Online Reporting Form. **Protocol Screening Staff and Students:** 1. All staff will be trained in Visual Screening. Students will be screened upon entry of the school bus and building. 2. School has developed plans and procedures to ensure proper daily and effective screening before students and staff enter school by having evaluated our physical layout, doorways and other options.

OHA/ODE Requirements	Hybrid/Onsite Plan
	3. Staff will enter through the main entrance (vestibule). All adults entering the building will use the QR code to self-screen. Submissions will be reviewed daily for accuracy. **ALL students will be visually screened upon entry.** **Bus Riders:** ✓ Busses will drop off at West Gate. ✓ Students will be dismissed by Bus: ✓ Intermediate students will enter the building through the NE (intermediate) Exterior Doors ✓ Primary Bus Riding Students will enter the building through the SE (Primary) Exterior Doors SCC Busses will Drop Off students at the annex door, by the parking lot. SCC Students will enter through the South Annex Door. ✓ Car drop offs: Front of school round about **Walkers:** ✓ Walkers (3-5) will enter the building through the NW Annex doors (PE). ✓ Walkers (K-2) will enter through the SW Cafeteria Doors **Late Students:** ✓ Will enter through the front vestibule. Staff and Student Logs will be kept in our Student Information System (SIS), Synergy. Training will be provided by Reynolds School District and CTA. Adult Screeners will be kept in District Provided Microsoft Form. **Protocol Isolate**: As part of its Communicable Disease Plan, Davis School has identified an area to isolate any ill or exposed persons from physical contact with others. 1. *Health Room* 2. *Room 10* 3. *Principal's Office/ Conference Room* **Protocol Communicate**: In accordance with the Oregon School Nurses' Association Communicable Disease School Communication Protocol, Davis School follows the recommendations of the MESD Nurse Consultant, based on her investigation of the reported case, on any required communication with/notification to students or staff who may be impacted by the reported potential COVID-19 case. **Create System**: Davis School will be maintaining daily logs for each student/cohort for the purpose of contract tracing. The school has organized students and staff into stable cohorts per the recommended guidelines. ▪ Staff and Student Logs will be kept in our Student Information System (SIS), Synergy. Training will be provided by Reynolds School District and CTA. ▪ Adult Screeners will be kept in District Provided Microsoft Form

OHA/ODE Requirements	Hybrid/Onsite Plan
	Bathrooms Classes will take bathroom breaks (one student at a time) Individual students needing to use the restroom will be escorted to the bathroom by a staff member. Staff member will ensure no one else is in the restroom. **Required Components of logs**: Davis School will ensure that logs will include the required components. ***QR Codes in all rooms/areas for staff. *** **Protocol keep daily logs**: Davis School will ensure that daily logs are kept and archived for contract tracing to assist the MESD Nurse Consultant as needed. **Protocol Itinerant/District Staff**: Davis School has established a process to ensure all itinerant and all district staff are logged in and out, including areas visited and with whom they were in contact. All district staff also are required to swipe their ID badge upon entry into any building, which also provides an additional record if needed. A QR code has been established in order to track this data. **Process Consult with LPHA:** District Operations and MESD Nursing Services have developed a process for schools to report and consult, including additional cleaning and possible classroom or program closure. **Potential Outbreaks:** In consultation with District Operations and the MESD Nurse Consultant, Administrators will utilize the "Planning for COVID-19 Scenarios in Schools" toolkit to respond to potential outbreaks, including, but not limited to, required notifications, cleaning and possible classroom or program closure. Custodial will close off affected area; provide increased ventilation of area if possible; stay out of the closed area as long as possible; disinfect closed area(s) using fogger.

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. **Medically Fragile, Complex and Nursing-Dependent Student Requirements** ☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services: 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.	The Reynolds School District has selected the Hybrid Instructional Model to ensure that every district school can serve all students in high-risk populations. ○ Davis School will operate according to the Hybrid Instructional Model. Reynolds School District (RSD) contracts with Multnomah Education Service District's (MESD) School Health Services department to provide nursing services to medically fragile, complex and nursing-dependent students aligned with the mandated ratios identified in ORS 336.201. In addition,

OHA/ODE Requirements	Hybrid/Onsite Plan
3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. ☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law: • Communicate with parents and health care providers to determine return to school status and current needs of the student. • Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. • Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. • The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. • Service provision should consider health and safety as well as legal standards. • Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers. • Work with an interdisciplinary team to meet requirements of ADA and FAPE. • High-risk individuals may meet criteria for exclusion during a local health crisis. • Refer to updated state and national guidance and resources such as: ○ 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.	1. RSD has prioritized staffing levels to also provide preventive nursing services for the general population of students. RSD currently has eight (8) registered nurses and one (1) school health assistant providing nursing services for the medically fragile, complex, and general population students. 2. RSD also has contracted for three (3) nursing positions to support current nursing dependent students. 3. RSD is working with our school health providers to update the various health services in the district (nursing, speech language pathology, occupational therapy, physical therapy, and behavioral and mental health services. These updates are to align health management plans, care plans, IEPs and 504s with current health care considerations. Individual student plans for medically fragile students will be written and maintained by identified school nurse in partnership with staff and school administrators. Signs will be placed at the entry of each space to identify the maximum occupancy in consideration of 35 square feet per person. The sign will also reflect the current/attendance number

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom 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. ☒ Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.	✓ Signs will be placed throughout the hallways and classrooms as reminders of 6 ft social distance requirements. ✓ Instruction will be planned to allow for 6 ft distancing for all activities. ✓ Any anticipated areas where a line might occur will be marked for distance. ✓ Cohorts will be designed to accommodate no more than 50% of the school population each day.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. ☒ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). ☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. ☒ Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.	✓ All students will receive initial instruction on physical distancing. All staff will reinforce message. ✓ Videos will be created and available to reinforce the message as well. ✓ Staff will be required to honor physical distancing. **Schedule: A and B Day**. ❖ A Day: Monday/Tuesday ❖ Wednesday: Building Cleaning Day ❖ B Day: Thursday /Friday When we get closer to reopening, we will survey parents around hybrid v CDL and what is best for their family. Based on this feedback we will assign teachers to online and teaching in building. **Schedule Modifications**: ➢ Davis School will establish stable cohorts of students as part of its schedule modifications to limit the number of students in the building. ➢ Cohorts will attend on only specific days. ➢ The school's reopening team has identified specific ingress and egress points for designated grade levels; those grade level cohorts will only use one designated ingress and egress point throughout the day. **Plan for Students Additional Support**: School administrators, counselors, social workers, educational assistants and other support staff will work with students who need additional support in maintaining physical distancing requirements.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. ☒ 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.	**Stable Cohorts**: Davis School will establish stable cohorts of students as part of its schedule modifications to limit the number of students in the building. • Davis School has measured and planned for 35 square feet per person, including staff, in its classrooms. • Students will be placed in stable classroom cohorts of no more than 16 students. • Bus cohorts will be established based on classroom cohort assignments. • Students will not be a part of any one cohort or cross cohorts that exceed 100 people.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. ☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers. ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	Attendance, and area records will serve as tracing. Utilizing scheduled restroom breaks and individual restrooms will minimize interactions. Teachers and custodians will disinfect surfaces throughout the day as needed. All student will have access to general education and peers. Support services will happen as an integrated part of the classroom when possible. Staff will be required to wash hands when moving between different cohorts. Staff will be assigned sections of Safe Schools specific to COVID-19 at the beginning of the year and receive additional training as we move to a hybrid model. **System Daily Logs**: Davis School will be maintaining daily logs for each student/cohort for the purpose of contract tracing. Davis School will ensure that logs will include the required components. **Cleaning and disinfecting**: According to the custodial daily schedule, custodians will disinfect areas when a cohort leaves an area. Example: Cohort leaves cafeteria, custodian will disinfect tables using disinfectant and flat mop; cohort returns to class after recess, custodian wipes play structure.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. ☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. • The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). ☒ Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. ☒ Provide all information in languages and formats accessible to the school community.	**Communicate Start On-Site Instruction:** The building administrator and School Safety Team will provide training for staff at the start of on-site instruction and periodically to review the required infection control measures. Additionally, all district employees were required to complete by October 31, 2020 several modules of Safe School training on the prevention of COVID-19 in the school setting. **Develop Confirmed Case**: In accordance with the Oregon School Nurses' Association Communicable Disease School Communication Protocol, Davis School follows the recommendations of the MESD Nurse Consultant, based on her investigation of the reported case, on any required communication with/notification to students, families or staff who may be impacted by the reported potential COVID-19 case. **Develop Protocols Immediately**: In consultation with District Operations and the MESD Nurse Consultant, Davis will utilize the "Planning for COVID-19 Scenarios in Schools" toolkit to respond to potential outbreaks, including, but not limited to, required notifications, cleaning and possible classroom or program closure

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows: • Primary symptoms of concern: cough, fever (*temperature* greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. • Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. • In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. • Emergency signs that require immediate medical attention: ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face (lighter skin); greyish lips or face (darker skin) ○ Other severe symptoms ☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health. • Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the ***Ready Schools, Safe Learners*** guidance) and sent home as soon as possible. See table "*Planning for COVID-19 Scenarios in Schools.*" • Additional guidance for nurses and health staff. ☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See table "*Planning for COVID-19 Scenarios in Schools.*" ☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. ☒ 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.	○ Anyone not able to answer health questions should stay home or be directed to go back home. ○ Parents are the initial screener for students and should not send students to school who are showing signs or symptoms. School will send home health screening questions for parent review and consideration. ○ Bus drivers should alert staff if there are any students on the bus who are showing symptoms. Staff will meet the bus and get students to isolation ASAP. ○ Classroom staff will also serve as screeners as students enter the room. Any students showing symptoms or reporting symptoms should remain outside the classroom. The teacher will radio the office and a health assistant/nurse/or office staff member will come to the student. ○ All people entering the building will be offered hand sanitizer at each building entrance. ○ Visitors and volunteers will not enter the building during instructional time. Any volunteer entering the building must be granted permission by Administrator(s) prior to entry of the building. **Screen all students and staff**: Davis School has developed plans and procedures to ensure proper daily and effective screening before students and staff enter school. • School bus drivers have been trained on screening students when they enter the bus and have been trained on how to support a student who may be exhibiting symptoms. **Follow LPHA Advice**: Davis School and District Operations follow the advice and recommendations of the MESD Nurse Consultant related to any COVID-19 staff or student report filed. Davis School also has an assigned MESD school nurse who is available to provide advisement and guidance in collaboration with the Nurse Consultant. **Staff/Students Chronic Cough**: In consultation with District Operations and the MESD Nurse Consultant, Davis will utilize the "Planning for COVID-19 Scenarios in Schools" toolkit to address any staff or student with exhibit a chronic or baseline cough.

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Restrict non-essential visitors/volunteers. • Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. • Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. ☒ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See table "*Planning for COVID-19 Scenarios in Schools.*" ☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit. ☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.	ODE guidance will be followed.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices. ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings. ☒ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time: • Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;" ○ Students should not be left alone or unsupervised; ○ Designated area or chair should 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 should also wear appropriate Personal Protective Equipment (PPE) for their role. • Additional guidance for nurses and health staff. **Protections under the ADA or IDEA** ☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should 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 should 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. • 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. Placement determinations cannot be made due solely to the inability to wear a face covering. 3. Plans should include updates to accommodations and modifications to support students.	1. Face coverings will be required by staff and students. 2. Face mask options will be provided by the building. 3. Students and staff can choose to wear their own or one provided. 4. Face coverings may be removed for eating. 5. Students and staff will remain over 6ft apart any time a face covering is not worn. 6. After students are finished eating, they will wash hands and the area will be wiped. Students needing to remove face covering for any reason will need to move apart from the group. Similar to cool down space with limited items and cleaned in between use. If more than 2 students are needing this support teachers can choose to radio for support or take an outside break. Teachers will address students with reminders to wear face covering as appropriate Health assistants, nurse, and office staff will need to wear PPE grade equipment when in contact with anyone showing symptoms. Accommodations needed for face coverings will be considered on an individual basis. An alternate and individualized plan will be written for each student not wearing a face covering. IEPs will be reviewed. Any student not able to wear a face covering will have an individualized plan to address health and safety actions. If a student not on an IEP is consistently showing resistance to a face covering an SST meeting for problem solving and consideration of student need (including possibility of impact from a disability) will be considered. Any staff members needing accommodations should meet with building administration. For students who require an accommodation to meet the requirement for face coverings, the school team will work closely with the student and family to develop a plan in alignment with ODE guidance to accommodate the student's needs and ensure safety of staff and other students. For students eligible for IEP/504 services who cannot wear a face covering due to the nature of the disability, the school team will work closely with the student and family to develop or amend a plan. The school team will 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, school teams will consider whether the student's inability to consistently wear a face covering or face shield as required is due to a disability. If the school team suspects a disability, the team will proceed through the evaluation and eligibility process.

OHA/ODE Requirements	Hybrid/Onsite Plan
• 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 should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.	

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day. ☒ Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. • Consider required physical arrangements to reduce risk of disease transmission. • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. • Additional guidance for nurses and health staff. ☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and	If a student displays COVID-19 symptom, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. ○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. If arriving at school, notify staff to begin isolation measures. If transporting for dismissal and the student displays an onset of symptoms, notify the school. Staff exhibiting symptoms upon arrival will be directed to return home. If unable, staff will isolate in a designated isolation area until transportation can be arrange

OHA/ODE Requirements	Hybrid/Onsite Plan
symptom monitoring must wear appropriate face covering or face shields. • School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands should 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 should 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.	

2. Facilities and School Operations

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

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. ☒ 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.	All students will be enrolled following the Oregon Department of Education guidelines. ❖ Office staff will notify teachers if a student has been absent for more than 10 days. ❖ Teacher will contact families weekly for check-ins. ❖ The attendance committee will take over weekly check-ins. ❖ Davis support team will conduct wellness checks if necessary. ❖ Wellness checks will be conducted following the RSD Protocol.

OHA/ODE Requirements	Hybrid/Onsite Plan
• 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 should 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.	All contact with families will be recorded in Synergy (SIS) Teachers will work in PLCs to determine contact with students who have been absent 5 consecutive days. Attendance policy. Pre-excused students would be turned over to the attendance committee.

2b. ATTENDANCE

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

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

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the ***Ready Schools, Safe Learners*** guidance).	Students will continue to use district supplied devices assigned to the student and there will be no sharing of devices.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	Students will return devices needing return, inventory, updating, or redistributing following social distance guidelines in the office or library. Devices will be isolated in plastic Ziploc bag and accessed by properly safeguarded technicians and cleaned with approved disinfectant.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Handwashing:** All people on campus should be advised and encouraged to wash their hands frequently. ☒ **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. ☒ **Events:** Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. ☒ **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. ☒ **Personal Property**: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.	Equipment in need of sanitizing is identified and placed on the custodian's schedule. Equipment with multiple users per day will be sanitized by instructional staff who have been provided with the proper disinfecting supplies. (Equipment left in the classrooms will be disinfected each night by the fogger.) **Handwashing:** Handwashing will be taught through a series of mini lessons, branded with posters, and reinforced with reminders and hand washing scheduling prior to meals and during location transitions. **Equipment:** Any shared equipment will be wiped between use. **Events:** Large gatherings, field trips, etc. will either be canceled or offered virtually. **Transitions/Hallways:** Transitions will be scheduled to minimize crowding. Visual cues for lining up, standing, and walking direction will be present. **Personal Property**: Davis School has established policies for personal property being brought to school. Policies related to personal property and other COVID-19 prevention guidelines will be communicated with parents and students before in person learning begins.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☒ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the ***Ready Schools, Safe Learners*** guidance). ☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. • 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	**Create Schedule**: Davis School has created a schedule based on stable cohorts and will communicate the schedule and arrival/dismissal times with parents and students before in person learning begins. **Accurate Sign In/Sign Out**: Davis School has developed accurate sign-in/sign-out procedures (Synergy) for students and staff to help facilitate contract tracing. Hand sanitizer and other appropriate prevention measures will be taken during the sign-in/sign-out procedures. **Arrival:** ❖ Bus cohorts will be excused one bus at a time. ❖ Students will walk to their designated entrance. ❖ Entrances will be designated by classrooms. ❖ External classroom doors will be used where available. Others will be assigned an external door.

OHA/ODE Requirements	Hybrid/Onsite Plan
high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.	❖ No more than 2 classrooms will enter at one door. ❖ Teachers will meet students at entrance to help keep physical distance and conduct visual screenings. Schedules will articulate arrival, dismissal, and transition times. Sign-ins will be designed to minimize any material sharing, potentially using QR coding. Any common sign-in sheet or area will include hand sanitizer. Arrival and dismissal procedures will be published to parents prior to the first day of hybrid learning: • Parents driving students will be asked to stay in their vehicle staff on duty will ensure students get to the correct entrance. • Parents walking students to school will connect students with staff member at drop area. • Parents will not enter the building at arrival or dismissal. • Late arrivals will all enter through the front office. Office staff will help support student arrival information

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Seating:** Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. ☒ **Materials:** Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. ☒ **Handwashing:** Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately. • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	**Seating:** Furniture will be arranged and marked with a minimum of 35 square feet per person. **Materials:** Students will be designated materials labeled with student names. If materials need to be shared hand sanitizer and wipes will be used between use. **Handwashing:** Each class will present a series of handwashing lessons and review lessons, signs will be placed throughout the building, reminders will be shared frequently.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). ☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. ☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. ☒ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with CDC guidance. ☒ Cleaning requirements must be maintained (see section 2j of the ***Ready Schools, Safe Learners*** guidance).	Playground equipment use will follow guidance on community park use Soap in restroom and hand sanitizers will be checked daily and refilled as needed. Handwashing will be scheduled in transitions from outdoors. Schedules will be designed to ensure only one cohort in an outdoor area at a time. Cleaning requirements will be reviewed by all staff, an implementation plan designating who is responsible for cleaning procedures and duration will be designed and followed in hybrid model.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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 staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults.	Signage will clearly state current equipment restrictions and availability When outdoor equipment is available for use, it will be cleaned per CDC guidelines. Outdoor use will be scheduled with additional time in-between groups for cleaning. **Staff room use**: Microwave and refrigerator access will be scheduled. Other areas for the purpose of resting and eating will be designated to honor 6 ft physical distancing. **AM/PM Custodians**: Cleaning and disinfecting will be maintained for all areas of the school. Disinfecting of frequently touched surfaces will be performed throughout the day and the school will be disinfected using an electrostatic fogger at night. **Outdoor equipment**: According to their daily schedule, custodians will disinfect play structures by wiping between cohorts.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include meal services/nutrition staff in planning for school reentry. ☒ Prohibit self-service buffet-style meals. ☒ Prohibit sharing of food and drinks among students and/or staff. ☒ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. ☒ Staff serving meals and students interacting with staff at mealtimes must wear face shields or face covering (see section 1h of the **Ready Schools, Safe Learners** guidance). ☒ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should 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, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.	**Breakfast served as student enters building:** As students enter building tables are set up at each entry way. This is a breakfast in the classroom model. • Meals are accounted for per nutrition regulations as student selects meal and head to their class • Students select meal and carries it to the classroom • When kids get to classrooms, they set down their meal on their desk and then wash their hands or use sanitizer and return to desk and have their breakfast. • When bell rings all but 1 station will be closed and cleaned up. 1 station will stay open for 15 minutes after the bell rings for our SSA requirement. Station will be at main entrance to serve tardy students as they check into office. They will take the meal to classroom to eat. Note: In this model we will need building support to use additional staff to do counting and claiming. ***Things to accomplish*** • Identify building staff who will be helping serve meals • Provide training on meal counting and claiming regulations • Sanitation process for classrooms. Collaborate with custodial for standard cleaning after meal protocol. **Lunch served in each classroom:** Students will eat meals in each classroom. • Nutrition will have carts loaded for each classroom. • Students will wash their hands with soap and water or will use sanitizer before eating. • Student ambassadors will come to the cafeteria and retrieve meals for their classroom. • Building support staff will go to each classroom to perform the meal and accounting procedures per nutrition regulations. • Student Ambassadors will return carts to cafeteria for cleaning and sanitizing after the meal period has concluded. Note: In this model we will need building support to use additional staff to do counting and claiming.

OHA/ODE Requirements	Hybrid/Onsite Plan
	Things to accomplish • Identify building staff who will be helping serve meals • Provide training on meal counting and claiming regulations

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service. ☒ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the ***Ready Schools, Safe Learners*** guidance). ☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should be done at the time of arrival and departure. • If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. ○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. • If arriving at school, notify staff to begin isolation measures. ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. ☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. ☒ Drivers wear face shields or face coverings when not actively driving and operating the bus. ☒ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings). ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the ***Ready Schools, Safe Learners*** guidance to transportation settings.	1. Students will ride in cohorts of 28. 2. Students will be seated 6 ft. from driver. 3. Seats are marked for proper distancing as a visual aid to assist students while loading 4. Maintain attendance logs for contact tracing Buses will be sanitized twice daily upon return to bus lot. Driver will conduct targeted cleanings between routes, with a focus on frequently touched surfaces such as, seat backs, seat tops and handrails. If unattended by an adult at the bus stop or while in route to school a student displays COVID-19 symptom, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. ○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. If arriving at school, notify staff to begin isolation measures. If transporting for dismissal and the student displays an onset of symptoms, notify the school immediately.

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. ☒ Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.	**Clean and Sanitize**: Cleaning and disinfecting will be maintained for all areas of the school. Disinfecting of frequently touched surfaces will be performed by custodians throughout the day and the school will be disinfected using an electrostatic fogger at night. **Playground equipment**: According to their daily schedule, custodians will disinfect play structures by wiping between cohorts.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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 should 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 should, to the extent possible, increase natural ventilation by opening windows and doors before students arrive and after students leave, and while students are present. ☒ 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 should 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 should 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).	Disinfectant being used in fogger is Bioesque Botanical Disinfectant Solution: ○ EPA List N Registered Broad-Spectrum Disinfectant ○ Kills 99.9% of Bacteria, Viruses, Fungi & Molds ○ No Personal Protective Equipment (PPE) Needed ○ Botanically Derived Active Ingredient School HVAC systems are being maintained to ensure efficient performance and air exchange rate. Where equipment can maintain required balancing, the MERV rating of the filtration will be increased. **PM Custodians**: According to checklist will clean assigned areas. Classrooms and offices are disinfected using electrostatic fogger. School HVAC systems are being evaluated to upgrade their performance and increase the air exchange rate and the MERV filtration rating where appropriate.

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ OAR 581-022-2220 Health Services, requires districts to "maintain a prevention-oriented health services program for all students" including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. ☒ Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	Identified isolation spaces will be designated prior to the start of hybrid model. When used as isolation, signs will identify use. Area will be disinfected after use. Davis admin will continue to work directly with health care professionals to determine health service priorities.

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: • Contact tracing • The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. • Quarantine of exposed staff or students • Isolation of infected staff or students • Communication and designation of where the "household" or "family unit" applies to your residents and staff	Not applicable.

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ 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.	

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. • At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. • Fire drills must be conducted monthly. • Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. • Safety 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 should 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 should 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.	. In hybrid model, each cohort of students will receive instruction on emergency procedures (fires, earthquakes, and safety threats) 1. Engage in monthly fire drills 2. Engage in at least two earthquake and safety threat drills throughout the year. Evacuation maps will take into consideration physical distancing when able. In the case that physical distancing is not manageable the drill will be completed in less than 15 minutes. All staff will be trained on safety drills prior to the first day of hybrid model. Students will wash hands or use sanitizer after a drill.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills.	Students showing lagging skills will be offered supporting, instruction, and skill-building training to include collaborative problem solving where appropriate.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. ☒ Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year. ☒ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors. ☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. ☒ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues. ☒ Plan for the impact of behavior mitigation strategies on public health and safety requirements: • Student elopes from area ○ If staff need to intervene for student safety, staff should: ● Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in behavior that requires them to be isolated from peers and results in a room clear. ○ If students leave the classroom: ● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff ● Ensure physical distancing and separation occur, to the maximum extent possible. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior). ○ If staff need to intervene for student safety, staff should: ● Maintain student dignity throughout and following the incident. ● Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention.	Teachers and other support staff will be trained to offer this support to students. Teachers and support staff will work together to determine the best time and location to offer student support to consider students safety and learning environment. Teachers will plan proactive measures to reduce known triggers Teachers will adjust and ask for support as needed as unexpected triggers of behaviors occur. Self-regulation skills will be taught in each classroom. Students needing additional support may be offered small group or 1:1 instruction and support in these skills. Staff will receive training (Mandt) to support de-escalation, lagging skill instruction, and alternatives to restraint and seclusion. Staff will receive training (Mandt) support, and reminders in their own self-regulation and resilience. Support team will create a written plan prior to hybrid to address the follow situations with safety and support in mind: • Student eloping from area • Staff intervention for struggling student • Unexpected interaction with another cohort • Room clear • Physical aggression student to student • Physical aggression student to adult This plan will include proactive and responsive efforts and include disinfecting areas/equipment and communication plan following any of the above events. Face shields may be cleaned and disinfected by instructional staff. Personal face coverings should be taken home and laundered (disposable face coverings are available for staff and students).

OHA/ODE Requirements	Hybrid/Onsite Plan
● Use the least restrictive interventions possible to maintain physical safety for the student and staff ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. ☒ Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space. **Protective Physical Intervention** ☒ Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the ***Ready Schools, Safe Learners*** guidance: Cleaning, Disinfection, and Ventilation).	

3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☒ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	**Planning for COVID-19 Scenarios**: District Operations has provided the toolkit to all building and district administrators. Davis School will provide training to staff on COVID-19 prevention and will review the toolkit prior to the commencement of hybrid/in person learning. **Coordinate with LPHA:** District Operations has established communication and reporting protocols for all students and staff with MESD Nursing Services and Multnomah Department of Public Health.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☒ Ensure continuous services and implement Comprehensive Distance Learning. ☒ Continue to provide meals for students.	**Planning for COVID-19 Scenarios**: 1. District Operations has provided the toolkit to all building and district administrators. 2. Davis School will provide training to staff on COVID-19 prevention and will review the toolkit prior to the commencement of hybrid/in person learning. **Continue Meals:** Nutrition Services has worked directly with each school to develop a plan specific to the needs of that school.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☒ Clean, sanitize, and disinfect surfaces (e.g., playground equipment, 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.	Follow ODE Guidance.

ASSURANCES

This section must be completed by any public school that is providing instruction through On-Site or Hybrid Instructional Models.
Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section unless the school is implementing the* Limited In-Person Instruction *provision under the Comprehensive Distance Learning guidance.
This section does not apply to private schools.

☐ We affirm that, in addition to meeting the requirements as outlined above, our school plan has met the collective requirements from ODE/OHA guidance related to the 2020-21 school year, including but not limited to requirements from:

- Sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance,
- The ***Comprehensive Distance Learning*** guidance,
- The ***Ensuring Equity and Access: Aligning Federal and State Requirements*** guidance, and
- ***Planning for COVID-19 Scenarios in Schools***

☐ We affirm that we cannot meet all of the collective requirements from ODE/OHA guidance related to the 2020-21 school year from:

- Sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance,
- The ***Comprehensive Distance Learning*** guidance,
- The ***Ensuring Equity and Access: Aligning Federal and State Requirements*** guidance, and
- ***Planning for COVID-19 Scenarios in Schools***

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

4. Equity

5. Instruction

6. Family, Community, Engagement

7. Mental, Social, and Emotional Health

8. Staffing and Personnel

Assurance Compliance and Timeline

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

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

OREGON DEPARTMENT OF EDUCATION

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OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Fairview Elementary School, Reynolds School District
Key Contact Person for this Plan	Jonathan Steinhoff, principal
Phone Number of this Person	503-667-2954 ext. 4140
Email Address of this Person	jsteinhoff@rsd7.net
Sectors and position titles of those who informed the plan	Jonathan Steinhoff, Fairview principal Linda Taylor, School Nurse MESD Angela Freeman, Executive Director of Schools Gary Schuh, Technology TOSA Tami Pemberton, School Counselor Spencer Cotten, Behavior Specialist Erin Boland, ELD specialist Ann Haffner, Reading Specialist Jennifer Pribil, Kindergarten teacher Keri Pierce, First grade teacher Amy Lutz, Second grade teacher Marianne Basinski, Third grade teacher Samantha Harlow, Fifth grade Teacher.

[1] For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.
[2] For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.
[3] Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a government-to-government basis.

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Local public health office(s) or officers(s)	Multnomah County Health Department Patricia Charles-Heathers, Director 619 NW 6th Ave. Portland, OR 97209 509-988-3674 Jamie Smith, Coordinator, School Health Services Heather Godsie, RN Multnomah Education Service District (MESD) 11611 NE Ainsworth Circle Portland, OR 97220 503-257-1732 Cell: 541-279-3136 jsmith2@mesd.k12.or.us https://www.multnomahesd.org/school-health.html
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Jonathan Steinhoff, principal Linda Taylor, School Nurse
Intended Effective Dates for this Plan	August 31, 2020 through such time as Multnomah County is able to meet the Governor's established re-opening metrics.
ESD Region	Multnomah Educational Service District

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

As an effort to prioritize equity and serve the diverse needs of our learners and our community, each family within the Reynolds School District boundaries was offered a survey on 6/30/20. The survey included opportunities for feedback on Spring 2020 Distance Learning and on Re-opening procedures for Fall of 2020 including, but not limited to the following areas: Caregiver status, device and internet access, preferred educational service delivery model, preferred cohort schedule, and implementation of health and safety rules. This survey was translated for our Russian, Vietnamese, and Spanish speaking population. It closed on 7/15/2020. Additionally, staff participated in a survey offering feedback, based on their 2020 spring experience with the RSD distance learning model. Staff received the survey on 5/14/2020. The results of this survey will drive professional development for the RSD staff during the 2020-21 school year.

Fairview (as of the 2019-2020 school year):

1. 17% receive Special Education Services
2. 100% access to free and reduced lunch
3. 60 % identify as students of color
4. 35 % are Ever English Learners

PARENT SURVEY RESULTS:

5. At the time of publication of this draft, 2,181 parents had responded to the Survey. Summary of parental results are included below:
6. On-Site: 12 (42.5%)
7. Hybrid: 5 (38.8%)
8. Comprehensive Distance Learning: (18.8%)
9. Combined Hybrid Cohort Model Preference (I.e, Two consecutive days of instruction for each cohort with a day for deep cleaning/prep/distance learning support. E.g., Cohort A= Monday and Tuesday, Cohort B= Thursday and Friday, and deep cleaning on Wednesday)= 42.8%

STAFF INPUT - the Fairview Elementary School Reopening Committee met in July and August to discuss the Oregon Department of Education Guidance Sections 1-8. The committee members agreed that a variety of instructional, safety and health concerns would arise from the full-time model, including:

10. What would your vison of school include for the 2020-21 school year? More technology imbedded in the day, flipped classrooms, smaller class sizes, increased SEL, decision making that supports the equity goal, and keep Comprehensive Distance Learning available for students whose families wish to continue with it after hybrid starts.
11. What technology platforms staff wants more PD on: Teams, Seesaw, Nearpod (for older students), setting up Lexia and Dreambox for Applied Learning.
12. Care Team connection to staff and clear channels of communication to better serve our families.
13. Ability to accurately perform Safety procedures within clear protocols.
14. Need for Seclusion and secondary instructional areas.
15. Ability to maintain cohorts with everyone on-site.
16. Safe staggered entry and exit of students per CDC guidelines.
17. Ability to follow behavior and safety plans with limited space per social distancing.

Ability to serve food, conduct PE classes, and maintain safety on the playground

18. Indicate which instructional model will be used.

Select One:

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

19. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
20. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-19 in the initial template) and submit online. (https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

In completing this portion of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Here is a link to the overview of CDL Requirements. Please name any requirements you need ODE to review for any possible flexibility or waiver.

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.

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

0. Community Health Metrics

METRICS FOR ON-SITE OR HYBRID INSTRUCTION

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

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

☐ The school currently meets the exceptions required to provide in-person person education for students in grades K-3 (see section 0d(1) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required to provide limited in-person instruction for specific groups of students (see section 0d(2) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required for remote or rural schools in larger population counties to provide in-person instruction (see section 0d(3) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required for smaller population counties to provide in-person instruction (see section 0d(4) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required for schools in low population density counties (see section 0d(5) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required for small districts to provide in-person instruction (see section 0d(6) of the ***Ready Schools, Safe Learners*** guidance).

1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Implement measures to limit the spread of COVID-19 within the school setting. ☐ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. ☒ Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. ☐ Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. ☒ Process and procedures established to train all staff in sections 1 - 3 of the ***Ready Schools, Safe Learners*** guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. ☐ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. ☒ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. ☐ Process to report to the LPHA any cluster of any illness among staff or students. ☐ Protocol to cooperate with the LPHA recommendations. ☐ Provide all logs and information to the LPHA in a timely manner. ☒ Protocol for screening students and staff for symptoms (see section 1f of the ***Ready Schools, Safe Learners*** guidance). ☒ Protocol to isolate any ill or exposed persons from physical contact with others. ☒ 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:	Communicable Plan: The school has developed a Communicable Disease Management Plan based on a school-site template provided by MESD School Nursing Services, as well as requirements noted in the Ready Schools Safe Learners Guidance Document. COVID-19 Enforcement Lead: Jonathan Steinhoff LPHA Staff: Heather Godsey, MESD Nurse Consultant hgodsey@mesd.k12.or.us 503-257-1709 School Nurse Lead: Linda Taylor Nurse Assistant: Natalie Fast Multnomah County Health: https://www.oregon.gov/oha/PH/PROVIDERPARTNERRESOURCES/LOCALHEALTHDEPARTMENTRESOURCES/Documents/Multnomah.pdf Protocol Notify LPAH: All suspected or confirmed cases of COVID-19 or instances of COVID-19 exposure in RSD employees, students, contractors, and visitors to district sites are reported to RSD through a COVID-19 Case Online Reporting Form to ensure that precautionary steps can be taken to prevent the spread of the virus and that the MESD District Nurse Consultant coordinates appropriate notifications and recommendations with Multnomah County Health Department. Plans Disinfection: Custodial staff follow an established schedule to ensure areas used are systematically disinfected per the CDC's guidance on disinfecting public spaces. Process Report to LPBHA: All suspected or confirmed cases of COVID-19 or instances of COVID-19 exposure in RSD employees and student are reported to RSD and MESD School Nursing through a COVID-19 Case Online Reporting Form Protocol Cooperate: The MESD Nurse Consultant provides recommendations to District Operations and sites reporting possible exposure through an established COVID-19 Online Reporting Form. Provide Logs: Logs and information are reported in a timely manner through the RSD-MESD COVID-19 Case Online Reporting Form. Protocol Screening Staff and Students: Fairview Elementary School follows the published Communicable Disease Guidelines from the Oregon Department of Education and the Oregon Health Authority. Linda Taylor, MESD school nurse will train staff on public safety protocols virtually prior to having any students return to school. Custodians will sanitize the school after each day of instruction and between student cohorts. Each grade level pod has its own bathrooms. Bathroom visits will be made by intact cohorts and sanitized in between cohorts. In order to use playground equipment custodians will need to spray down with disinfectant after each student cohort. Students will use entrances either directly into their grade level pods (first floor) or through doors closest to their grade level pods (second floor). All students will be health screened when entering the building. All students and staff must always wear face coverings while in the school building and on school grounds. Teachers maintain daily logs for stable cohorts to aid with contact tracing if that becomes necessary. If students leave the cohort for additional educational services with another teacher, and/or with students from a different cohort, the teacher offering those services will keep a individual logs for those students. Logs will be maintained for a minimum of four weeks into the past.

OHA/ODE Requirements	Hybrid/Onsite Plan
• Child's name • Drop off/pick up time • Parent/guardian name and emergency contact information • All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student ☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. ☒ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site. ☐ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19. ☐ Protocol to respond to potential outbreaks (see section 3 of the ***Ready Schools, Safe Learners*** guidance).	Any staff or community member will communicate immediately with front office staff with information about positive COVID tests of school community members. Robin Persen or Sheri Smith will contact LPHA. School will then follow LPHA guidelines and provide contact tracing logs to LPHA personnel. School administrator, Jonathan Steinhoff will communicate with district an coordinate with communications director, Stephanie Field, to communicate positive COVID-19 test results in school community. Conference room will be converted into room for isolating ill students awaiting family members for pick-up. School staff monitors from the hall – through glass window into the room. If more that one student, they will be spaced 6 feet apart and stay in their area only. More than four students – alternate space will be arranged. Thorough sanitation immediately following student departure from isolation area. Fairview School has established a process to ensure all itinerant and all district staff are logged in and out, including areas visited and with whom they were in contact. All district staff also are required to swipe their ID badge upon entry into any building, which also provides an additional record if needed. Personnel who work in multiple buildings will also maintain their own personal log that included times and names of people they come into contact with. Potential Outbreaks: In consultation with District Operations and the MESD Nurse Consultant, Fairview School will utilize the "Planning for COVID-19 Scenarios in Schools" toolkit to respond to potential outbreaks, including, but not limited to, required notifications, cleaning and possible classroom or program closure. Custodial will close off affected area; provide increased ventilation of area if possible; stay out of the closed area if possible; disinfect closed area(s) using fogger.

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. **Medically Fragile, Complex and Nursing-Dependent Student Requirements** ☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services: 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require	The Reynolds School District has selected the Hybrid Instructional Model to ensure that all its schools can serve its students in high-risk populations. Fairview School will operate according to the Hybrid Instructional Model. All students and staff will be given the opportunity to self-identify as high risk. Staff and students will also be given the opportunity to identify if they live with a vulnerable family member. Reynolds School District (RSD) contracts with Multnomah Education Service District's (MESD) School Health Services department to provide nursing services to medically fragile, complex and nursing-dependent students aligned with the mandated ratios identified in ORS 336.201. In addition, RSD has prioritized staffing levels to also provide preventive nursing services for the general population of students. RSD currently has eight (8) registered nurses and one (1) school health assistant providing nursing services for the medically fragile, complex, and general population students. RSD also has contracted for three (3) nursing positions to support current nursing dependent students. RSD is working with our school health providers to update the various health services in the district (nursing, speech language pathology, occupational therapy, physical therapy, and behavioral and mental health services. These updates are to align health management plans, care plans, IEPs and 504s with current health care considerations. **Students** • All students identified as high risk by either physician or parent notification will be provided online instruction following the CDL plans submitted in August, 2020.

OHA/ODE Requirements	Hybrid/Onsite Plan
daily, direct, and continuous professional nursing services. ☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law: • Communicate with parents and health care providers to determine return to school status and current needs of the student. • Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. • Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. • The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. • Service provision should consider health and safety as well as legal standards. • Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers. • Work with an interdisciplinary team to meet requirements of ADA and FAPE. • High-risk individuals may meet criteria for exclusion during a local health crisis. • Refer to updated state and national guidance and resources such as: ○ 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	• Students receiving Special Education services will continue to get their services per the IEP. For services unable to be performed via online instruction, the IEP team will convene to form an agreement for appropriate, safe on site services. • Students with Language services will continue to receive instruction through a push-in model and on-line **Staff** • Staff will be given the opportunity to self-identify as high risk. Staff designated as High Risk will follow all aspects of the RSD Communicable Disease Management Plan, and Human Capital Management requirements as related to their respective Collective Bargaining Agreements. **Visitors/Volunteers:** In accordance with CDC and Oregon Health Authority Guidelines, no volunteers will be permitted to support in-person or on-site activities. No Volunteers will be allowed in the building or on school grounds. Review, Monitor, and Adjust: The Fairview Elementary School Re-opening Committee/Safety Team will conduct monthly meetings to review, monitor, and adjust practices to minimize risk to all students and staff. Dates and times for this meetings have not been established at the time of this writing.

OHA/ODE Requirements	Hybrid/Onsite Plan
of the 'related services' in order 'to assist a child with a disability to benefit from special education.' ○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.	

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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. ☒ 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 (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 should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.	Fairview School will establish stable cohorts of students as part of its schedule modifications to limit the number of students in the building. Cohorts will attend on only specific days. The school's reopening team has identified specific ingress and egress points for designated grade levels; those grade level cohorts will only use one designated ingress and egress point throughout the day. School administrators, counselors, social workers, educational assistants and other support staff will work with students who need additional support in maintaining physical distancing requirements. **Capacity:** RSD facilities departments measured all usable space for instructional delivery. Calculations were completed by using the minimum of 35 square feet per person. The results support a Hybrid model using Cohorts, A and B. Classes will be divided into 2 cohorts (I.e., Cohort A, and Cohort B). Cohort A will attend school on T-W, Cohort B on Th-F. When not in school Cohorts receive their instruction virtually through Comprehensive Distance Learning. System Daily Logs: Fairview School will be maintaining daily logs for each student/cohort for contract tracing. Logs will include the required components. A-B stable cohorts allow a minimum of 6 feet social distance will be maintained between individuals at all times. "Eagle Tracks" will be adhered to floors in hallways so students know where to stand while waiting in line. Each student will have their own table/desk and personal supplies. PE and Music teachers come to the grade level pods for instruction to avoid many students all going to the gym or music room each day. Teachers log the contact with specialists come to the classrooms. Staff meetings will continue to be help virtually throughout the school year.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.	FES has small class sizes. No cohort will exceed 15. This allows for safe distancing at all time. According to the custodial daily schedule, custodians will disinfect areas when a cohort leaves an area. Example: Cohort leaves cafeteria, custodian will disinfect tables using disinfectant and flat mop; cohort returns to class after recess, custodian wipes play structure. K-2 students enter and exit direction into and from their pod.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. ☒ 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 disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. ☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers. ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	Third grade enters the playground doors and comes up front stairs to their pod. 4th and 5th grades enter through the east doors and up east stairs to their pods. Hallways will have directional signs to maintain one-way traffic flow and "eagle tracks" stuck onto the floors at six foot distance for waiting in line. Each teacher will maintain a contact tracing log in their classroom and record any contacts they and their students have with individuals who are not part of the stable cohort. Each grade level pod has its own boys and girls bathrooms. All specials will take place in the grade level pods. Students will also receive their meals in the pods. This effectively keeps students from needing to leave their pods for any reason other than health alerts, or when going out to the field for exercise. Hand sanitizer has been mounted at the door in every classroom so that teachers or administrators entering the rooms can disinfect hands when entering and when leaving. FES staff will collaborate with the Transportation department to build a schedule for arrival and dismissal that optimizes social distancing. • Students who ride the bus will maintain 3ft distance unless they come from the same household. If they come from the same household, they will sit with each other; • Students will be met by a staff member as they exit the bus; • Students who are walking or dropped off by their parents will be met by staff members to help guide them to the appropriate point of entry ; and, • Students will enter their buildings at designated points by grade level.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. ☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. • The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). ☒ Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. ☒ Provide all information in languages and formats accessible to the school community.	Communicate Start On-Site Instruction; The building administrator and School Safety Team will provide training for staff at the start of on-site instruction and periodically to review the required infection control measures. Additionally, all district employees were required to complete by October 31, 2020 several modules of Safe School training on the prevention of COVID-19 in the school setting. Develop Confirmed Case: In accordance with the Oregon School Nurses' Assocation Communicable Disease School Communication Protocol, FES follows the recommendations of the MESD Nurse Consultant, based on her investigation of the reported case, on any required communication with/notification to students,families or staff who may be impacted by the reported potential COVID-19 case. Develop Protocols Immediately: In consultation with District Operations and the MESD Nurse Consultant, FES will utilize the "Planning for COVID-19 Scenarios in Schools" toolkit to respond to potential outbreaks, including, but not limited to, required notifications, cleaning and possible classroom or program closure

1f. ENTRY AND SCREENING

☒ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if	FES School has developed plans and procedures to ensure proper daily and effective screening before students and staff enter school. School

anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows: • Primary symptoms of concern: cough, fever (*temperature* greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. • Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. • In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. • Emergency signs that require immediate medical attention: ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face (lighter skin); greyish lips or face (darker skin) ○ Other severe symptoms ☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health. • Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the ***Ready Schools, Safe Learners*** guidance) and sent home as soon as possible. See table *"Planning for COVID-19 Scenarios in Schools."* • Additional guidance for nurses and health staff. ☐ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See table *"Planning for COVID-19 Scenarios in Schools."* ☐ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. ☒ 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.	bus drivers have been trained on screening students when they enter the bus and have been trained on how to support a student who may be exhibiting symptoms. **Arrival and Entry** • All students will enter the school grounds as they are dismissed by staff from their vehicles and buses, and students proceed to their designated entrance. Entrances are designated by grade level. • Students will go directly to their classroom cohort. Once arrived, the next student will be allowed to enter. • Staff will be present at each entry point, at the check-in area, and near each classroom cohort. **Screening Students Upon Entry** • Staff will be assigned at the check in area at the entry point for visual screening, and will use non-contact thermometers to screen each student • When screening indicates that a student is symptomatic, they will be escorted to the first floor designated health area. (See section 1a for further details on health protocols). • Handwashing/sanitizing stations are available in each classroom and at each entry/exit point. In addition, sanitizing stations will be available in the main lobby, near the restrooms, and in the upper and lower hallways. **Contact Tracing** • Teachers and support staff will be designated to update and maintain contact tracing logs. **Screening for Staff** • Staff are required to self-report if they have been exposed to COVID-19. • Staff will report if they exhibit any of the symptoms of COVID-19. • Staff members will perform self screenings prior to entering the building each day. FES and District Operations follow the advice and recommendations of the MESD Nurse Consultant related to any COVID-19 staff or student report filed. FES also has an assigned MESD school nurse who is available to provide advisement and guidance in collaboration with the Nurse Consultant. Staff/Students Chronic Cough: In consultation with District Operations and the MESD Nurse Consultant, FES will utilize the "Planning for COVID-19 Scenarios in Schools" toolkit to address any staff or student with exhibit a chronic or baseline cough.

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Restrict non-essential visitors/volunteers. • Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. • Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. ☒ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See table *"Planning for COVID-19 Scenarios in Schools."*	Visitors will not be allowed to enter Fairview Elementary School or participate in other on-site school activities. All meetings will be conducted via Zoom or any other district approved virtual meeting platform.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit. ☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.	

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices. ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings. ☒ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time: • Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;" ○ Students should not be left alone or unsupervised; ○ Designated area or chair should 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 should also wear appropriate Personal Protective Equipment (PPE) for their role. • Additional guidance for nurses and health staff. **Protections under the ADA or IDEA** ☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should 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 should 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. • 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	All people in the school building or on school grounds (with the exception of stable cohorts of student exercising on the outdoor field) will wear face coverings or face shields (coverings preferred) at all times. For students who require an accommodation to meet the requirement for face coverings, the school team will work closely with the student and family to develop a plan in alignment with ODE guidance to accommodate the student's needs and ensure safety of staff and other students. For students eligible for IEP/504 services who can not wear a face covering due to the nature of the disability, the school team will work closely with the student and family to develop or amend a plan. The school team will 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, school teams will consider whether the student's inability to consistently wear a face covering or face shield as required is due to a disability. If the school team suspects a disability, the team will proceed through the evaluation and eligibility process. Plexiglass shields are installed in the main office separating office staff from people entering. Each teacher also has a plexiglass shield with a document slot at the bottom for working more closely with a student in need of extra help.

OHA/ODE Requirements	Hybrid/Onsite Plan
the student's plan including on-site instruction with accommodations or adjustments. 2. Placement determinations cannot be made due solely to the inability to wear a face covering. 3. Plans should include updates to accommodations and modifications to support students. • 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 should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.	

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day. ☒ Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. • Consider required physical arrangements to reduce risk of disease transmission. • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.	• If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. ○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. • If arriving at school, notify staff to begin isolation measures. • If transporting for dismissal and the student displays an onset of symptoms, notify the school. • FES will use the conference room as the Isolation area.

OHA/ODE Requirements	Hybrid/Onsite Plan
• Additional guidance for nurses and health staff. ☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. • School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands should 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 should 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.	• Symptomatic students will remain at school until a designated adult can pick them up. • Staff will be assigned to supervise a symptomatic student while remaining at least 6 feet apart and wearing face coverings. The conference room has a large window allowing the monitoring adult to remain safely on the other side of the glass from symptomatic students. • Secondary isolation areas will be identified as needed. • Documentation of symptomatic student will be kept including the following: • Name of the student • Assigned Cohort • Contact tracing information • Actions taken • Parent or Guardian contact logs • PPE is onsite for the school nurse, health assistant and office staff who must interact with symptomatic individuals. Screening will take place for every student as they enter the building. Students who are symptomatic will be put in isolation and designated adult caretaker(s) will be contacted. School nurse will follow-up with families to ask that a COVID-19 test is done and then to determine the outcome of the test. If no test is done and family chooses not to test, the student must stay home for 10 days AND 24 hours of no fever. Staff exhibiting symptoms upon arrival will be directed to return home. If unable, staff will isolate in a designated isolation area until transportation can be arranged. Safety protocol as outlined by our LHPA will be following in the event of a positive test result for a member of the Fairview Elementary community.

2. Facilities and School Operations

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

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. ☒ The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students:	All students will be enrolled following the Oregon Department of Education guidelines.

OHA/ODE Requirements	Hybrid/Onsite Plan
• 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 should reach out to offer support at least weekly until the student has resumed their education. ☒ When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.	

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). ☐ Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). ☐ Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present. ☐ Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance. ☐ Provide families with clear and concise descriptions of student attendance and participation expectations as well as family	FES will share with parents and students clear and concise district attendance and participation expectations for the hybrid learning model before in person instruction begins. School counselors and social workers assigned to FES will also support family involvement and students' regular attendance both for the online and in person components of the hybrid model.

OHA/ODE Requirements	Hybrid/Onsite Plan
involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.	

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the ***Ready Schools, Safe Learners*** guidance). ☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	Students will continue to use district supplied devices assigned to the student and there will be no sharing of devices. Students will return devices needing return, inventory, updating, or redistributing following social distance guidelines in the office or library. Devices will be isolated in plastic Ziploc bag and accessed by properly safeguarded technicians and cleaned with approved disinfectant

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Handwashing:** All people on campus should be advised and encouraged to wash their hands frequently. ☒ **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. ☒ **Events:** Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. ☒ **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. ☒ **Personal Property**: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.	Equipment in need of sanitizing is identified and placed on the custodian's schedule. Equipment with multiple users per day will be sanitized by instructional staff who have been provided with the proper disinfecting supplies. (Equipment left in the classrooms will be disinfected each night by the fogger.) • **Handwashing:** All students in a cohort will wash their hands upon entry into the classroom. Handwashing routines will be in place for any time that cohorts leave their classroom. Staff will handwash/sanitize hands when changing venues. • **Equipment:** All equipment used will be marked for sanitation by custodians daily. • **Events:** No gatherings of more than 25 people all socially distanced will take place in the school. Parent Academies may continue following strict health guidelines. • **Transitions/Hallways:** Hallways and stairwells will be marked as one-way wherever possible. "Eagle Track" stickers will be placed on the floors and sidewalks to ensure that lines of students maintain 6 feet distance between individuals. **Personal Property**: Student and staff personal property will be kept in sealed bags in their own personal cubby or closet spaces.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☒ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the ***Ready Schools, Safe Learners*** guidance). ☐ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. • Eliminate shared pen and paper sign-in/sign-out sheets.	FES has created a schedule based on stable cohorts and will communicate the schedule and arrival/dismissal times with parents and students before in person learning begins. FES has developed accurate sign-in/sign-out procedures for students and staff to help facilitate contract tracing. Hand sanitizer and other appropriate prevention measures will be taken during the sign-in/sign-out procedures.

OHA/ODE Requirements	Hybrid/Onsite Plan
• 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.	

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Seating:** Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. ☒ **Materials:** Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. ☒ **Handwashing:** Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately. • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	• **Seating:** Students will have their own desk/table with adequate distance between them. • **Materials:** Personal materials will be kept in alabeled and sealed bag for an individual student use only. **Handwashing:** Handwashing procedures will be rigorously adhered to when entering and leaving stable cohort classroom spaces.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). ☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. ☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. ☒ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible 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 staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults.	Stable cohorts will be able to exercise on the large grass field. The play equipment on the playground will remain closed until OHA authorizes their use and outlines procedures for sanitizing after use. Cohorts will have a structured, supervised time when they visit restrooms. Adults will monitor and ensure no more than three in a restroom at once and that hands are washed immediately upon leaving the restroom. Grade levels will have a bag of playground equipment that is for their use only. Equipment to be disinfected between uses by separate stable cohorts. AM/PM Custodians: Cleaning and disinfecting will be maintained for all areas of the school. Disinfecting of frequently touched surfaces will be performed throughout the day and the school will be disinfected using an electrostatic fogger at night. Schedules will be established to minimize contact across stable cohorts. All spaces in the building are labeled with Maximum Capacity signs. Meal service will continue for pick up for students who are not attending in person (off-days). Food will be delivered to students in their classrooms by nutrition staff. Nutrition Services will provide safety training for kitchen staff. Staff room will be off-limits for groups to eat lunch. Staff is not allowed to bring homemade snacks to share. Packaged and sealed snacks can be shared in staff room.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include meal services/nutrition staff in planning for school reentry. ☒ Prohibit self-service buffet-style meals. ☒ Prohibit sharing of food and drinks among students and/or staff. ☒ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. ☒ Staff serving meals and students interacting with staff at mealtimes must wear face shields or face covering (see section 1h of the **Ready Schools, Safe Learners** guidance). ☒ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should 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, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.	Nutrition Services is working directly with each school to develop a plan specific to the needs of that school to ensure the cleaning and sanitizing of meal touch-points. Custodians will ensure the cleaning and disinfecting of tables between meal periods, e.g., sanitizing cafeteria tabletops using short-handled flat mops and disinfectant or using disposable table coverings changed between each meal period.,

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service. ☒ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the ***Ready Schools, Safe Learners*** guidance). ☐ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should be done at the time of arrival and departure. • If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. ○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. • If arriving at school, notify staff to begin isolation measures. ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. ☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. ☐ Drivers wear face shields or face coverings when not actively driving and operating the bus. ☐ 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).	Students will ride in cohorts of 28 Students will be seated 6 ft. from driver- Seats are marked for proper distancing as a visual aid to assist students while loading Maintain attendance logs for contact tracing Buses will be sanitized twice daily upon return to bus lot. Driver will conduct targeted cleanings between routes, with a focus on frequently touched surfaces such as, seat backs, seat tops and handrails. If unattended by an adult at the bus stop or while in route to school a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. ○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. If arriving at school, notify staff to begin isolation measures. If transporting for dismissal and the student displays an onset of symptoms, notify the school immediately.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the ***Ready Schools, Safe Learners*** guidance to transportation settings.	

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. ☒ Clean and disinfect playground equipment at least daily or between use as much as possible 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 should 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 should, to the extent possible, increase natural ventilation by opening windows and doors before students arrive and after students leave, and while students are present. ☒ 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 should 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 should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces). ☐ Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance).	• Clean and Sanitize: Cleaning and disinfecting will be maintained for all areas of the school. Disinfecting of frequently touched surfaces will be performed by custodians throughout the day and the school will be disinfected using an electrostatic fogger at night. • Playground equipment: According to their daily schedule, custodians will disinfect play structures by wiping between cohorts. • Disinfectant being used in fogger is Bioesque Botanical Disinfectant Solution: ○ EPA List N Registered Broad-Spectrum Disinfectant ○ Kills 99.9% of Bacteria, Viruses, Fungi & Molds ○ No Personal Protective Equipment (PPE) Needed ○ Botanically Derived Active Ingredient • School HVAC systems are being maintained to ensure efficient performance and air exchange rate. Where equipment can maintain required balancing, the MERV rating of the filtration will be increased. PM Custodians: According to checklist will clean assigned areas. Classrooms and offices are disinfected using electrostatic fogger. • School HVAC systems are brand new have maximum air exchange rate and the MERV filtration ratings.

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ OAR 581-022-2220 Health Services, requires districts to "maintain a prevention-oriented health services program for all students" including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. ☒ Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health	FES, in consultation with nurse Taylor and MESD have established health protocol for both an isolation room and a general health room. These two spaces are separate and monitored separately.

OHA/ODE Requirements	Hybrid/Onsite Plan
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).	

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

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

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. • At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. • Fire drills must be conducted monthly. • Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. • Safety 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 should be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19	Safety Drills will be conducted monthly in accordance with ODE and OHE guidelines. Staff will receive a safety training prior to students reentering the building for the first day of hybrid school schedule. Students will practice evacuation procedures within the first week of return to school.

OHA/ODE Requirements	Hybrid/Onsite Plan
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 should 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.	

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills. ☒ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. ☒ Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year. ☒ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors. ☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. ☐ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues. ☐ Plan for the impact of behavior mitigation strategies on public health and safety requirements: • Student elopes from area ○ If staff need to intervene for student safety, staff should: ● Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in behavior that requires them to be isolated from peers and results in a room clear. ○ If students leave the classroom:	FES has a behavior specialist on staff. His room "the Nest" will be set up for student safe break space. Adults trained in de-escalation techniques will staff the Nest, offering a place for proactive support of students whom we know to have difficulty with dysregulation. Students will also be offered walking breaks and exercise breaks on the playground/field (proper disinfecting procedures to follow use). Counselor and Social Worker on staff will run some small intervention Social Emotional Learning Groups, and support teachers in designing lessons that teach to the CASEL SEL standards. • Face shields may be cleaned and disinfected by instructional staff. Personal face coverings should be taken home and laundered (disposable face coverings are available for staff and students).

OHA/ODE Requirements	Hybrid/Onsite Plan
● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff ● Ensure physical distancing and separation occur, to the maximum extent possible. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior). ○ If staff need to intervene for student safety, staff should: ● Maintain student dignity throughout and following the incident. ● Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. ☒ Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space. **Protective Physical Intervention** ☐ Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the ***Ready Schools, Safe Learners*** guidance: Cleaning, Disinfection, and Ventilation).	

3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☒ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	Planning for COVID-19 Scenarios: District Operations has provided the toolkit to all building and district administrators. FES will provide training to staff on COVID-19 prevention and will review the toolkit prior to the commencement of hybrid/in person learning. Coordinate with LPHA: District Operations has established communication and reporting protocols for all students and staff with MESD Nursing Services and Multnomah Department of Public Health.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☒ Ensure continuous services and implement Comprehensive Distance Learning. ☐ Continue to provide meals for students.	Planning for COVID-19 Scenarios: District Operations has provided the toolkit to all building and district administrators. FES will provide training to staff on COVID-19 prevention and will review the toolkit prior to the commencement of hybrid/in person learning. Continue Meals: Nutrition Services has worked directly with each school to develop a plan specific to the needs of that school

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☒ Clean, sanitize, and disinfect surfaces (e.g., playground equipment, 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.	Comprehensive Distance Learning systems have been planned and implemented. We are prepared to pivot back to CDL if necessary. We are also prepared to maintain the CDL structures for the cohorts that are not in attendance on a given day. Communication Plan is in place to inform families about procedures for safe return and re-entry.

ASSURANCES

This section must be completed by any public school that is providing instruction through On-Site or Hybrid Instructional Models.
Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section unless the school is implementing the* Limited In-Person Instruction *provision under the Comprehensive Distance Learning guidance.
This section does not apply to private schools.

☒ We affirm that, in addition to meeting the requirements as outlined above, our school plan has met the collective requirements from ODE/OHA guidance related to the 2020-21 school year, including but not limited to requirements from:

- Sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance,
- The ***Comprehensive Distance Learning*** guidance,
- The ***Ensuring Equity and Access: Aligning Federal and State Requirements*** guidance, and
- ***Planning for COVID-19 Scenarios in Schools***

☐ We affirm that we cannot meet all of the collective requirements from ODE/OHA guidance related to the 2020-21 school year from:

- Sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance,
- The ***Comprehensive Distance Learning*** guidance,
- The ***Ensuring Equity and Access: Aligning Federal and State Requirements*** guidance, and
- ***Planning for COVID-19 Scenarios in Schools***

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

4. Equity

5. Instruction

6. Family, Community, Engagement

7. Mental, Social, and Emotional Health

8. Staffing and Personnel

Assurance Compliance and Timeline

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

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

OREGON DEPARTMENT OF EDUCATION

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OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Glenfair Elementary School
Key Contact Person for this Plan	Lisa McDonald
Phone Number of this Person	503-491-2720
Email Address of this Person	lmcdonald@rsd7.net
Sectors and position titles of those who informed the plan	Lisa McDonald, Principal/John Dixon, Assistant Principal, Marissa Yang Bertucci, Counselor/ Brian Cates, 5th grade/Felisha Ferber, 5th grade/ Cheri Hutchens, 1st grade/ Desiree Diamond, 1st grade
Local public health office(s) or officers(s)	Dr. Christopher Ortiz
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Lisa McDonald, Principal
Intended Effective Dates for this Plan	N/A
ESD Region	Multnomah

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

[1] For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.
[2] For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.
[3] Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a government-to-government basis.

Parent Feedback Survey, Community meetings

3. Indicate which instructional model will be used.

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

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-19 in the initial template) and submit online. (https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

In completing this portion of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Here is a link to the overview of CDL Requirements. Please name any requirements you need ODE to review for any possible flexibility or waiver.

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.

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

0. Community Health Metrics

METRICS FOR ON-SITE OR HYBRID INSTRUCTION

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

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

☐ The school currently meets the exceptions required to provide in-person person education for students in grades K-3 (see section 0d(1) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required to provide limited in-person instruction for specific groups of students (see section 0d(2) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required for remote or rural schools in larger population counties to provide in-person instruction (see section 0d(3) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required for smaller population counties to provide in-person instruction (see section 0d(4) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required for schools in low population density counties (see section 0d(5) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required for small districts to provide in-person instruction (see section 0d(6) of the ***Ready Schools, Safe Learners*** guidance).

1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Implement measures to limit the spread of COVID-19 within the school setting. ☒ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. ☒ Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. ☒ Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. ☒ Process and procedures established to train all staff in sections 1 - 3 of the ***Ready Schools, Safe Learners*** guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. ☒ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. ☒ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. ☒ Process to report to the LPHA any cluster of any illness among staff or students. ☒ Protocol to cooperate with the LPHA recommendations. ☒ Provide all logs and information to the LPHA in a timely manner. ☒ Protocol for screening students and staff for symptoms (see section 1f of the ***Ready Schools, Safe Learners*** guidance). ☒ Protocol to isolate any ill or exposed persons from physical contact with others. ☒ 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	Glenfair Elementary School will offer effective hybrid learning opportunities by implementing safe and healthy practices included in our communicable disease management plan: - Classroom sanitization- wiping high traffic surfaces with disinfectant will occur each day when students are not present. - Classroom touch-point areas (door handles, sink handles, etc) will be wiped down throughout the day as needed. Teachers (following safety protocols) and custodians will both work to wipe areas of the classroom that are highly used. Students may use wipes (currently limited available) but may not use the current spray formula (following directions on bottle). - Students will have their own labeled supplies. Any shared supplies will be "sanitized" between use. - Students will be assigned an arrival/dismissal building access point to limit exposure to large group of students. Any entrance with more than one classroom assigned will have a safety protocol defined and posted. Prior to return to the building parents, students, and staff will be informed of the arrival/dismissal protocols and expectations. Late arrivals will all come through the front entrance. - Classrooms in the east hallway will be assigned bathroom break times to promote handwashing and limit hallway use throughout the day. Students will be allowed to use the restroom as needed but will be encouraged to try to stay on the bathroom break schedule. Break schedules will be posted so individual restroom use will be rerouted to health room. - Classrooms with bathrooms attached will not enter the hallway to use the restroom. - Communicable Plan: The school has developed a Communicable Disease Management Plan based on a school-site template provided by MESD School Nursing Services, as well as requirements noted in the Ready Schools Safe Learners Guidance Document. - The principal will ensure proper guidance (signage, branding, training, messaging home and school) to ensure physical distancing is utilized to keep all participants safe. - All Glenfair staff has the authority to support and reinforce physical distancing requirement. (Keeping language soft and supportive and considering the challenge of maintaining our own distance. Common phrase 'keep your space") - LPHA Staff: Heather Godsey, MESD Nurse Consultant hgodsey@mesd.k12.or.us 503-257-1709; Lorie Coe, lcoe@rsd7.net 503-679-9437. - Within the first four days of school preparation (August 31, Sept 1, Sept 2, Sept 8 all staff was trained in sections 1-3 of Ready School, Safe Learners details. Information will be reviewed again prior to starting hybrid model. - Protocol Notify LPAH: All suspected or confirmed cases of COVID-19 or instances of COVID-19 exposure in RSD employees, students, contractors, and visitors to district sites are reported to

OHA/ODE Requirements	Hybrid/Onsite Plan
• All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student ☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. ☒ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site. ☒ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19. ☒ Protocol to respond to potential outbreaks (see section 3 of the ***Ready Schools, Safe Learners*** guidance).	RSD through a COVID-19 Case Online Reporting Form to ensure that precautionary steps can be taken to prevent the spread of the virus and that the MESD District Nurse Consultant coordinates appropriate notifications and recommendations with Multnomah County Health Department. - Plans Disinfection: Custodial staff follow an established schedule to ensure areas used are systematically disinfected per the CDC's guidance on disinfecting public spaces. - Signs will be posted in common areas to signify when the area was last used and last cleaned. Examples-If a class were to enter the library for use, they would document on paper date and time of entrance. Then when the area is sanitized custodian will date and sign it was sanitized and ready for next use. - Process Report to LPBHA: All suspected or confirmed cases of COVID-19 or instances of COVID-19 exposure in RSD employees and student are reported to RSD and MESD School Nursing through a COVID-19 Case Online Reporting Form - Protocol Cooperate: The MESD Nurse Consultant provides recommendations to District Operations and sites reporting possible exposure through an established COVID-19 Online Reporting Form. - Provide Logs: Logs and information are reported in a timely manner through the RSD-MESD COVID-19 Case Online Reporting Form. - Staff will check in using QR code and answer health screening questions to ensure they are meeting health guidelines to work. - Protocol Screening Staff and Students: Glenfair School has developed plans and procedures to ensure proper daily and effective screening before students and staff enter school by having evaluated our physical layout, doorways and other options. - Protocol Isolate: As part of its Communicable Disease Plan, Glenfair School has identified an area to isolate any ill or exposed persons from physical contact with others. Both areas with windows into the office- principal office and counselor office will be used for isolation areas as needed. Documentation will be used to identify the area when in use. Thorough sanitization will occur prior to and after use for isolation space. - Protocol Communicate: In accordance with the Oregon School Nurses' Association Communicable Disease School Communication Protocol, Glenfair School follows the recommendations of the MESD Nurse Consultant, based on her investigation of the reported case, on any required communication with/notification to students or staff who may be impacted by the reported potential COVID-19 case. If a potential case is presented at Glenfair we will send home a standard letter, autodialer (email and phone messages), and classroom level remind (message referencing letter). Content will include an optional zoom for further information. Also, send information in advance of what the process is (create the standard protocol)]ko - Create System: Glenfair School willobe maintaining daily logs for each student/cohort for the purpose of contract tracing. The school has organized students and staff into stable cohorts per the recommended guidelines. - Synergy and daily schedule will be used to log cohort interactions. Anything outside of the regular schedule will be tracked on sanitization/use log sheets (this team will determine if tracking system will be common or individualized) - Protocol keep daily logs: Glenfair School will ensure that daily logs are kept and archived for contract tracing to assist the MESD Nurse Consultant as needed.

OHA/ODE Requirements	Hybrid/Onsite Plan
	- Protocol Itinerant/District Staff: Glenfair School has established a process to ensure all itinerant and all district staff are logged in and out, including areas visited and with whom they were in contact. All district staff also are required to swipe their ID badge upon entry into any building, which also provides an additional record if needed. Glenfair has an established QR code check-in process at several entrance locations. Itinerant staff will be required to keep an updated calendar with shared access by head secretary. It is not classroom teacher's responsibility to document other staff joining the classroom. Staff who have a consistent schedule will only document things outside the regular schedule. - Process Consult with LPHA: District Operations and MESD Nursing Services have developed a process for schools to report and consult, including additional cleaning and possible classroom or program closure. - Potential Outbreaks: In consultation with District Operations and the MESD Nurse Consultant, Glenfair will utilize the "Planning for COVID-19 Scenarios in Schools" toolkit to respond to potential outbreaks, including, but not limited to, required notifications, cleaning and possible classroom or program closure. - Custodial will close off affected area; provide increased ventilation of area if possible; stay out of the closed area as long as possible; disinfect closed area(s) using fogger.

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. **Medically Fragile, Complex and Nursing-Dependent Student Requirements** ☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services: 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. ☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law: • Communicate with parents and health care providers to determine return to school status and current needs of the student. • Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.	The Reynolds School District has selected the Hybrid Instructional Model to ensure that all of its schools can serve its students in high-risk populations. Glenfair School will operate according to the Hybrid Instructional Model: - Reynolds School District (RSD) contracts with Multnomah Education Service District's (MESD) School Health Services department to provide nursing services to medically fragile, complex and nursing-dependent students aligned with the mandated ratios identified in ORS 336.201. In addition, RSD has prioritized staffing levels to also provide preventive nursing services for the general population of students. RSD currently has eight (8) registered nurses and one (1) school health assistant providing nursing services for the medically fragile, complex, and general population students. RSD also has contracted for three (3) nursing positions to support current nursing dependent students. RSD is working with our school health providers to update the various health services in the district (nursing, speech language pathology, occupational therapy, physical therapy, and behavioral and mental health services. These updates are to align health management plans, care plans, IEPs and 504s with current health care considerations. - Individual student plans for medically fragile students will be written and maintained by identified school nurse in partnership with staff and school administrators. - Signs will be placed at the entry of each space to identify the maximum occupancy in consideration of 35 square feet per person. The sign will also reflect the current/attendance number.

OHA/ODE Requirements	Hybrid/Onsite Plan
• Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. • The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. • Service provision should consider health and safety as well as legal standards. • Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers. • Work with an interdisciplinary team to meet requirements of ADA and FAPE. • High-risk individuals may meet criteria for exclusion during a local health crisis. • Refer to updated state and national guidance and resources such as: - U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020. - ODE guidance updates for Special Education. Example from March 11, 2020. - OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education.' - OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.	

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom 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. ☒ 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 (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 should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.	Glenfair Elementary School will offer effective hybrid learning opportunities by implementing safe and healthy practices including physical distancing practices: - Signs will be placed throughout the hallways and classrooms as reminders of 6 ft social distance requirements. - Instruction will be planned to allow for 6 ft distancing for all activities. - Any anticipated areas where a line might occur will be marked for distance. - Cohorts will be designed to accommodate no more than 50% of the school population each day. A cohort A and Cohort B will be established. Each cohort will attend 2 days a week (daily schedule may be modified per transportation) - All students will receive initial instruction on physical distancing. All staff will reinforce message. Videos will be created and available to reinforce the message as well. - Staff will be required to honor physical distancing. - Schedule Modifications: Glenfair School will establish stable cohorts of students as part of its schedule modifications to limit the number of students in the building. Cohorts will attend on only specific days. The school's reopening team has identified specific ingress and egress points for designated grade levels;

OHA/ODE Requirements	Hybrid/Onsite Plan
	those grade level cohorts will only use one designated ingress and egress point throughout the day. - Plan for Students Additional Support: School administrators, counselors, social workers, educational assistants and other support staff will work with students who need additional support in maintaining physical distancing requirements.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. ☒ 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 disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. ☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers. ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts	Glenfair Elementary School will offer effective hybrid learning opportunities by implementing student cohort groups: - Students will be placed in stable classroom cohorts of no more than 16 students. - Bus cohorts will be established based on classroom cohort assignments. - Students will not be a part of any one cohort or cross cohorts that exceed 100 people. - Attendance, and area records will serve as tracing. - Utilizing scheduled restroom breaks and individual restrooms will minimize interactions. - Teachers and custodians will disinfect surfaces throughout the day as needed. - All student will have access to general education and peers. Support services will happen as an integrated part of the classroom when possible. - Staff will be required to wash hands when moving between different cohorts. - Staff will be assigned sections of Safe Schools specific to Covid 19 at the beginning of the school year. - Stable Cohorts: Glenfair School will establish stable cohorts of students as part of its schedule modifications to limit the number of students in the building. Glenfair School has measured and planned for 35 square feet per person, including staff, in its classroomsl - System Daily Logs: Glenfair School will be maintaining daily logs for each student/cohort for the purpose of contract tracing. Glenfair School will ensure that logs will include the required components. - Cleaning and disinfecting: According to the custodial daily schedule, custodians will disinfect areas when a cohort leaves an area. Example: Cohort leaves cafeteria, custodian will disinfect tables using disinfectant and flat mop; cohort returns to class after recess, custodian wipes play structure.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. ☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. • The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer).	Glenfair Elementary School will offer effective hybrid learning opportunities by ensuring public health communication requirements are followedl: - Anyone who has come in contact with a confirmed case per the definition will receive a phone call from administrator and/or nurse.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. ☒ Provide all information in languages and formats accessible to the school community.	- An autodialer and letter will be generated for communicating a confirmed case. Anyone in close contact with the case will be contacted by phone. - Health information will be provided in languages and format accessible to the school community. - Staff will receive notification and details for any potential health concerns and details of who received communication. - Communicate Start On-Site Instruction; The building administrator and School Safety Team will provide training for staff at the start of on-site instruction and periodically to review the required infection control measures. Additionally, all district employees were required to complete by October 31, 2020 several modules of Safe School training on the prevention of COVID-19 in the school setting. - Develop Confirmed Case: In accordance with the Oregon School Nurses' Association Communicable Disease School Communication Protocol, Glenfair School follows the recommendations of the MESD Nurse Consultant, based on her investigation of the reported case, on any required communication with/notification to students, families or staff who may be impacted by the reported potential COVID-19 case. - Develop Protocols Immediately: In consultation with District Operations and the MESD Nurse Consultant, ___ will utilize the "Planning for COVID-19 Scenarios in Schools" toolkit to respond to potential outbreaks, including, but not limited to, required notifications, cleaning and possible classroom or program closure.

1f. ENTRY AND SCREENING

☒ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms**,** or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows: • Primary symptoms of concern: cough, fever (*temperature* greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. • Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. • In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. • Emergency signs that require immediate medical attention: - Trouble breathing - Persistent pain or pressure in the chest - New confusion or inability to awaken - Bluish lips or face (lighter skin); greyish lips or face (darker skin) - Other severe symptoms ☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health. • Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the ***Ready Schools, Safe Learners*** guidance) and sent home as soon as	Glenfair Elementary School will offer effective hybrid learning opportunities by implementing entry and screening practices: - Anyone not able to answer health questions should stay home or be directed to go back home. - Parents are the initial screener for students and should not send students to school who are showing signs or symptoms. School will send home health screening questions for parent review and consideration. - Bus drivers should alert staff if there are any students on the bus who are showing symptoms. Staff will meet the bus and get students to isolation ASAP. - Classroom staff will also serve as screeners as students enter the room. Any students showing symptoms or reporting symptoms should remain outside the classroom. The teacher will radio the office and a health assistant/nurse/or office staff member will come to the student. - Students will be offered hand sanitizer at each building entrance. - Visitors and volunteers will not enter the building at this time. - Screen all students and staff: Glenfair School has developed plans and procedures to ensure proper daily and effective screening before students and staff enter school. School bus drivers have been trained on screening students when they enter the bus and have been trained on how to support a student who may be exhibiting symptoms. - Follow LPHA Advice: Glenfair School and District Operations follow the advice and recommendations of the MESD Nurse Consultant related to any COVID-19 staff or student report filed. Glenfair School also has an assigned MESD school nurse who is

possible. See table "*Planning for COVID-19 Scenarios in Schools.*" • Additional guidance for nurses and health staff. ☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See table "*Planning for COVID-19 Scenarios in Schools.*" ☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. ☒ 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.	available to provide advisement and guidance in collaboration with the Nurse Consultant. - Staff/Students Chronic Cough: In consultation with District Operations and the MESD Nurse Consultant, Lorie Coe will utilize the "Planning for COVID-19 Scenarios in Schools" toolkit to address any staff or student with exhibit a chronic or baseline cough.

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Restrict non-essential visitors/volunteers. • Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. • Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. ☒ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See table "*Planning for COVID-19 Scenarios in Schools.*" ☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit. ☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.	Glenfair Elementary School will offer safe and effective hybrid learning opportunities restricting all visitors and volunteers. If a staff member needs to interact with a community member in person for tech support or other support, they will meet in a designated portable.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices. ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings. ☒ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time: • Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;" - Students should not be left alone or unsupervised; - Designated area or chair should 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	Glenfair Elementary School will offer safe and effective hybrid learning opportunities by ensuring face coverings, face shields, and clear plastic barriers: - Face coverings will be required by staff and students. Face mask options will be provided by the building. Students and staff can choose to wear their own or one provided. Face coverings may be removed for eating. Students and staff will remain over 6ft apart any time a face covering is not worn. After students are finished eating, they will wash hands and the area will be wiped. - Students needing to remove face covering for any reason will need to move apart from the group. Similar to cool down space with limited items and cleaned in between use. If more than 2 students are needing this support teachers can choose to radio for support or take an outside break. - Teachers will address students with reminders to wear face covering as appropriate - Health assistants, nurse, and office staff will need to wear PPE grade equipment when in contact with anyone showing symptoms. - Accommodations needed for face coverings will be considered on an individual basis. An alternate and individualized plan will be written for each student not wearing a face covering.

OHA/ODE Requirements	Hybrid/Onsite Plan
displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role. • Additional guidance for nurses and health staff. **Protections under the ADA or IDEA** ☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should 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 should 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. • 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. Placement determinations cannot be made due solely to the inability to wear a face covering. 3. Plans should include updates to accommodations and modifications to support students. • 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	- IEPs will be reviewed. Any student not able to wear a face covering will have an individualized plan to address health and safety actions. - If a student not on an IEP is consistently showing resistance to a face covering an SST meeting for problem solving and consideration of student need (including possibility of impact from a disability) will be considered. - Any staff members needing accommodations should meet with building admin. - For students who require an accommodation to meet the requirement for face coverings, the school team will work closely with the student and family to develop a plan in alignment with ODE guidance to accommodate the student's needs and ensure safety of staff and other students. - For students eligible for IEP/504 services who cannot wear a face covering due to the nature of the disability, the school team will work closely with the student and family to develop or amend a plan. The school team will 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, school teams will consider whether the student's inability to consistently wear a face covering or face shield as required is due to a disability. If the school team suspects a disability, the team will proceed through the evaluation and eligibility process.

OHA/ODE Requirements	Hybrid/Onsite Plan
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 should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.	

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day. ☒ Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. • Consider required physical arrangements to reduce risk of disease transmission. • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. • Additional guidance for nurses and health staff.	Glenfair Elementary School will offer effective and safe hybrid learning opportunities with plans of isolation and quarantine plans in place in case a need arises: - Written protocols for exclusions and isolation will be in writing provided by all staff and implemented as needed. - Staff or students showing symptoms will be isolated and protocol will be followed. - Staff or students showing symptoms will be sent home for a period of time guided by school nurse. - Anyone participating in isolation for showing symptoms will be documented and kept on record. - If a student displays COVID-19 symptom, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. - The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible.

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. • School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands should 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 should 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 symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. - If arriving at school, notify staff to begin isolation measures. - If transporting for dismissal and the student displays an onset of symptoms, notify the school. - Staff exhibiting symptoms upon arrival will be directed to return home. If unable, staff will isolate in a designated isolation area until transportation can be arranged.

2. Facilities and School Operations

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

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. ☒ The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students:	Glenfair Elementary School will offer effective hybrid learning opportunities by implementing consistent enrollment guidance: - Office staff will notify teachers if a student has been absent for more than 10 days. Teacher will contact families weekly for 3

OHA/ODE Requirements	Hybrid/Onsite Plan
• 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 should 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.	weeks. Then attendance committee will take over weekly check-ins. - Teachers will work in PLCs to determine contact with students who have been absent 5 consecutive days. - Attendance policy... - Pre-excused students would be turned over to the attendance committee. - All students will be enrolled following the Oregon Department of Education guidelines.

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). ☐ Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). ☐ Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present. ☐ Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance. ☐ Provide families with clear and concise descriptions of student attendance and participation expectations as well as family	Glenfair Elementary School will offer effective hybrid learning opportunities by implementing consistent attendance guidance: - Attendance will be taken each day according to current attendance guidelines: two-way communication, receipt of assignment - Parents will be provided attendance adjustments in writing based on hybrid prior to the first day of hybrid learning. - Student Attendance: Glenfair School will share with parents and students clear and concise district attendance and participation expectations for the hybrid learning model before in person instruction begins. School counselors and social workers assigned to Glenfair School will also support family involvement and students' regular attendance both for the online and in person components of the hybrid model.

OHA/ODE Requirements	Hybrid/Onsite Plan
involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.	

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the ***Ready Schools, Safe Learners*** guidance). ☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	Glenfair Elementary School will offer effective hybrid learning opportunities by continuing the use of technology: - Each student will receive their own individual device that they will use daily at school. This device will be stored in a charging area which will be cleaned between student access or taken home daily to access distance learning. - Families will return devices at an equipment check out event. That event will follow all social distancing guidelines and PPE will be used by all. - Where possible we will try to provide devices for at school and at home to eliminate transport of technology. - Students will continue to use district supplied devices assigned to the student and there will be no sharing of devices. - Students will return devices needing return, inventory, updating, or redistributing following social distance guidelines in the office or library. Devices will be isolated in plastic Ziploc bag and accessed by properly safeguarded technicians and cleaned with approved disinfectant.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Handwashing:** All people on campus should be advised and encouraged to wash their hands frequently. ☒ **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. ☒ **Events:** Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. ☒ **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. ☒ **Personal Property**: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.	Glenfair Elementary School will offer effective and safe hybrid learning opportunities by planning for specific facility features: - **Handwashing:** handwashing will be taught through a series of mini-lessons, branded with posters, and reinforced with reminders and hand washing scheduling prior to meals and during location transitions. - **Equipment:** Any shared equipment will be wiped between use. - **Events:** Large gatherings, field trips, etc. will either be canceled or offered virtually. - **Transitions/Hallways:** Transitions will be scheduled to minimize crowding. Visual cues for lining up, standing, and walking direction will be present. - **Personal Property**: Items brought will need to be labeled and used for personal use only. Labels will be available in each classrooms as needed. - Equipment in need of sanitizing is identified and placed on the custodian's schedule. Equipment with multiple users per day will be sanitized by instructional staff who have been provided with the proper disinfecting supplies. (Equipment left in the classrooms will be disinfected each night by the fogger.)

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.	Glenfair Elementary School will offer effective hybrid learning opportunities by implementing arrival and dismissal procedures:

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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.	- Arrival- Bus cohorts will be excused one bus at a time. Students will walk to their designated entrance. Entrances will be designated by classrooms. External classroom doors will be used where available. Others will be assigned an external door. No more than 2 classrooms will enter at one door. Teachers will meet students at entrance to help keep physical distance and conduct visual screenings. - Schedules will articulate arrival, dismissal, and transition times. - Sign-ins will be designed to minimize any material sharing. potentially using QR coding. Any common sign-in sheet or area will include hand sanitizer. - Arrival and dismissal procedures will be published to parents prior to the first day of hybrid learning. Parents driving students will be asked to stay in their vehicle staff on duty will ensure students get to the correct entrance. Parents walking students to school will connect students with staff member at drop area. Parent will not enter the building at arrival or dismissal. Late arrivals will all enter through the front office. Office staff will help support student arrival information. - Teachers walk students to buses and pick-up zones - Create Schedule: Glenfair School has created a schedule based on stable cohorts and will communicate the schedule and arrival/dismissal times with parents and students before in person learning begins. - Accurate Sign In/Sign Out: Glemfair School has developed accurate sign-in/sign-out procedures for students and staff to help facilitate contract tracing. Hand sanitizer and other appropriate prevention measures will be taken during the sign-in/sign-out procedures.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Seating:** Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. ☒ **Materials:** Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. ☒ **Handwashing:** Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately. • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	Glenfair Elementary School will offer effective hybrid learning opportunities by adjusting learning spaces: - **Seating:** Furniture will be arranged and marked with a minimum of 35 square feet per person. - **Materials:** Students will be designated materials labeled with student names. If materials need to be shared hand sanitizer and wipes will be used between use. - **Handwashing:** each class will present a series of handwashing lessons and review lessons, signs will be placed throughout the building, reminders will be shared frequently.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). ☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff.	Glenfair Elementary School will offer effective hybrid learning opportunities and work towards opening playgrounds with the following guidelines: - Playground equipment use will follow guidance on county public park use

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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. Disinfect at least daily or between use as much as possible 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 staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults.	- Soap in restroom and hand sanitizers will be checked daily and refilled as needed. - Handwashing will be scheduled in transitions from outdoors. - Schedules will be designed to ensure only one cohort in an outdoor area at a time. - Cleaning requirements will be reviewed by all staff, an implementation plan designating who is responsible for cleaning procedures and duration will be designed and followed in hybrid model. - Signage will clearly state current equipment restrictions and availability - Glenfair will contract with Playworks to receive professional development specific to student movement within cohorts. - When outdoor equipment is available for use, it will be cleaned per CDC guidelines. Outdoor use will be scheduled with additional time in-between groups for cleaning. - Staff room use- microwave and refrigerator access will be scheduled. Other areas for the purpose of resting and eating will be designated to honor g ft physical distancing. - AM/PM Custodians: Cleaning and disinfecting will be maintained for all areas of the school. Disinfecting of frequently touched surfaces will be performed throughout the day and the school will be disinfected using an electrostatic fogger at night. - Outdoor equipment: According to their daily schedule, custodians will disinfect play structures by wiping between cohorts.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include meal services/nutrition staff in planning for school reentry. ☒ Prohibit self-service buffet-style meals. ☒ Prohibit sharing of food and drinks among students and/or staff. ☒ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. ☒ Staff serving meals and students interacting with staff at mealtimes must wear face shields or face covering (see section 1h of the **Ready Schools, Safe Learners** guidance). ☒ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should 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, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.	Glenfair Elementary School will offer effective hybrid learning opportunities that include meal services: - Building administration is working directly with RSD nutrition department to plan for meal offerings. - Students will eat in the café at 6 ft distance from one another so they can remove face coverings. If capacity in café does not allow this option for all classes, staff would be given an option to eating in classrooms or a priority list would be created - Explore eating outside when possible - Student lunch schedules will include handwashing prior to each meal. - Designated eating area will be sanitized between cohorts to include touchpoints and tables. - Staff serving meals will wear face shields or face coverings - All trays will be sanitized - Nutrition Services is working directly with each school to develop a plan specific to the needs of that school to ensure the cleaning and sanitizing of meal touchpoints. - Custodians will ensure the cleaning and disinfecting of tables between meal periods, e.g., sanitizing cafeteria tabletops using short-handled flat mops and disinfectant or using disposable table coverings changed between each meal period.,

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service. ☒ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the ***Ready Schools, Safe Learners*** guidance). ☐ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should be done at the time of arrival and departure. • If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. - The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. - The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. • If arriving at school, notify staff to begin isolation measures. - If transporting for dismissal and the student displays an onset of symptoms, notify the school. ☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. ☐ Drivers wear face shields or face coverings when not actively driving and operating the bus. ☒ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings). ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the ***Ready Schools, Safe Learners*** guidance to transportation settings.	Glenfair Elementary School will offer effective hybrid learning opportunities including offering transportation: - Building administration will work directly with transportation to plan safe arrival/dismissal and transportation options. - Buses will be cleaned between cohorts - Loading and unloading protocols will include visual screening, - Students displaying symptoms will wear a face covering, will be placed 6 ft apart from other riders and seated in the first row to ensure exit from bus first. Bus driver will call school office to notify of possible symptomatic student. - Drivers will wear face coverings while student enter and exit bus - Transportation details to include bus stop guidelines will be provided to parents prior to the start of hybrid model. - Students will be required to wear face coverings staring on the school bus. - Students will ride in cohorts of 28 - Students will be seated 6 ft. from driver- - Seats are marked for proper distancing as a visual aid to assist students while loading - Maintain attendance logs for contact tracing - Buses will be sanitized twice daily upon return to bus lot. Driver will conduct targeted cleanings between routes, with a focus on frequently touched surfaces such as, seat backs, seat tops and handrails. - If unattended by an adult at the bus stop or while in route to school a student displays COVID-19 symptom, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. • The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. • The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. - If arriving at school, notify staff to begin isolation measures. If transporting for dismissal and the student displays an onset of symptoms, notify the school immediately.

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. ☒ Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.	Glenfair Elementary School will offer effective and safe hybrid learning opportunities to include cleaning, disinfection and ventilation protocols: - Frequently touched surfaces will be wiped down throughout the day. Custodians will wipe down common areas, office staff will wipe office, and classroom teachers will wipe within the classroom. - Playground equipment will be disinfected between cohorts. - Disinfectants will be properly labeled and stored away from students.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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 should 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 should, to the extent possible, increase natural ventilation by opening windows and doors before students arrive and after students leave, and while students are present. ☒ 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 should 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 should 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).	- RSD operations department will choose appropriate products to use around students and staff. - RSD operations will be asked to evaluate HVAC system to minimize indoor air circulation. When available windows and outdoor vents will be opened to offer fresh air. - Ventilation system filters will be changed frequently. Admin will seek guidance from operations on usage of fans and ventilation system duration. - Areas designated for hybrid use will be disinfected daily. - Clean and Sanitize: Cleaning and disinfecting will be maintained for all areas of the school. Disinfecting of frequently touched surfaces will be performed by custodians throughout the day and the school will be disinfected using an electrostatic fogger at night. - Playground equipment: According to their daily schedule, custodians will disinfect play structures by wiping between cohorts. - Disinfectant being used in fogger is Bioesque Botanical Disinfectant Solution: • EPA List N Registered Broad-Spectrum Disinfectant • Kills 99.9% of Bacteria, Viruses, Fungi & Molds • No Personal Protective Equipment (PPE) Needed • Botanically Derived Active Ingredient - School HVAC systems are being maintained to ensure efficient performance and air exchange rate. Where equipment can maintain required balancing, the MERV rating of the filtration will be increased.

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ OAR 581-022-2220 Health Services, requires districts to "maintain a prevention-oriented health services program for all students" including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. ☒ Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	Glenfair Elementary School will offer safe and effective hybrid learning opportunities by staying connected to health services: - Identified isolation spaces will be designated prior to the start of hybrid model. When used as isolation, signs will identify use. Area will be disinfected after use. - Glenfair admin will continue to work directly with health care professionals to determine health service priorities.

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: • Contact tracing • The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. • Quarantine of exposed staff or students	Not applicable

OHA/ODE Requirements	Hybrid/Onsite Plan
• 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.	

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. • At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. • Fire drills must be conducted monthly. • Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. • Safety 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 should 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 should 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).	Glenfair Elementary School will offer effective hybrid learning opportunities to include school emergency and procedure drills: - In hybrid model, each cohort of students will receive instruction on emergency procedures (fires, earthquakes, and safety threats) each month, engage in monthly fire drills, engage in at least two earthquake and safety threat drills throughout the year. - Evacuation maps will take into consideration physical distancing when able. - In the case that physical distancing is not manageable the drill will be completed in less than 15 minutes. - All staff will be trained on safety drills prior to the first day of hybrid model. - Students will wash hands or use sanitizer after a drill.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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.	

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills. ☒ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. ☒ Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year. ☒ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors. ☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. ☐ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues. ☐ Plan for the impact of behavior mitigation strategies on public health and safety requirements: • Student elopes from area - If staff need to intervene for student safety, staff should: ● Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. - *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in behavior that requires them to be isolated from peers and results in a room clear. - If students leave the classroom: ● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff ● Ensure physical distancing and separation occur, to the maximum extent possible. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log.	Glenfair Elementary School will offer effective hybrid learning opportunities which includes supporting students who are dysregulated, escalated, and/or exhibiting self-regulatory challenges: - Students showing lagging skills will be offered supporting, instruction, and skill-building training to include collaborative problem solving where appropriate. Teachers and other support staff will be trained to offer this support to students. Teachers and support staff will work together to determine the best time and location to offer student support to consider students safety and learning environment. - Teachers will plan proactive measures to reduce known triggers - Teachers will adjust and ask for support as needed as unexpected triggers of behaviors occur - Self-regulation skills will be taught in each classroom. Students needing additional support may be offered small group or 1:1 instruction and support in these skills. - Staff will receive training (Mandt, Trillium, Trauma informed care trainings) to support de-escalation, lagging skill instruction, and alternatives to restraint and seclusion. - Staff will receive training (Mandt, Trillium, Trauma informed care trainings) support, and reminders in their own self-regulation and resilience. - Create a resource bank for staff - Support team will create a written plan prior to hybrid to address the follow situations with safety and support in mind: • Student eloping from area • Staff intervention for struggling student • Unexpected interaction with another cohort • Room clear • Physical aggression student to student • Physical aggression student to adult - This plan will include proactive and responsive efforts and include disinfecting areas/equipment and communication plan following any of the above events. - Face shields may be cleaned and disinfected by instructional staff. Personal face coverings should be taken home and laundered (disposable face coverings are available for staff and students).

OHA/ODE Requirements	Hybrid/Onsite Plan
- *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior). - If staff need to intervene for student safety, staff should: ● Maintain student dignity throughout and following the incident. ● Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. - *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. ☒ Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space. **Protective Physical Intervention** ☒ Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the ***Ready Schools, Safe Learners*** guidance: Cleaning, Disinfection, and Ventilation).	

3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☐ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	Glenfair Elementary School will offer safe and effective hybrid learning opportunities to include prevention and planning for any COVID-19 exposures: - Glenfair staff will be familiar with "Planning for COViD-19 scenarios in School." - Glenfair administrative staff will be well versed in applying the practices in "Planning for COIVD-19 scenarios in School." - Reynolds School District will coordinate with Local Public Health Authority to establish communication channels related to current transmission level. - Planning for COVID-19 Scenarios: District Operations has provided the toolkit to all building and district administrators. Glenfair School will provide training to staff on COVID-19 prevention and will review the toolkit prior to the commencement of hybrid/in person learning. - Coordinate with LPHA: District Operations has established communication and reporting protocols for all students and staff

OHA/ODE Requirements	Hybrid/Onsite Plan
	with MESD Nursing Services and Multnomah Department of Public Health.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☒ Ensure continuous services and implement Comprehensive Distance Learning. ☐ Continue to provide meals for students.	Glenfair Elementary School will offer safe and effective hybrid learning opportunities to include a response plan for any COVID-19 exposures: - Glenfair staff will be familiar with "Planning for COIVD-19 scenarios in School." - Glenfair administrative staff will be well versed in applying the practices in "Planning for COIVD-19 scenarios in School." - In response to an outbreak, all Glenfair students will be offered Comprehensive Distance Learning. - Reynolds School District will be offered meal services during any closures due to COVID-19 impact. - Planning for COVID-19 Scenarios: District Operations has provided the toolkit to all building and district administrators. _____School will provide training to staff on COVID-19 prevention and will review the toolkit prior to the commencement of hybrid/in person learning. - Continue Meals: Nutrition Services has worked directly with each school to develop a plan specific to the needs of that school

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☒ Clean, sanitize, and disinfect surfaces (e.g., playground equipment, 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.	Glenfair Elementary School will offer safe and effective hybrid learning opportunities to include a recovery and reentry plan for any COVID-19 exposures: - Glenfair staff will be familiar with "Planning for COIVD-19 scenarios in School." - Glenfair administrative staff will be well versed in applying the practices in "Planning for COIVD-19 scenarios in School." - Glenfair will clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. - Glenfair administration and planning committee will consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools from any transitions for CDL to hybrid.

ASSURANCES

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

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

This section does not apply to private schools.

☐ We affirm that, in addition to meeting the requirements as outlined above, our school plan has met the collective requirements from ODE/OHA guidance related to the 2020-21 school year, including but not limited to requirements from:

- Sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance,
- The ***Comprehensive Distance Learning*** guidance,
- The ***Ensuring Equity and Access: Aligning Federal and State Requirements*** guidance, and
- ***Planning for COVID-19 Scenarios in Schools***

☐ We affirm that we cannot meet all of the collective requirements from ODE/OHA guidance related to the 2020-21 school year from:

- Sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance,
- The ***Comprehensive Distance Learning*** guidance,
- The ***Ensuring Equity and Access: Aligning Federal and State Requirements*** guidance, and
- ***Planning for COVID-19 Scenarios in Schools***

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

4. Equity

5. Instruction

6. Family, Community, Engagement

7. Mental, Social, and Emotional Health

8. Staffing and Personnel

Assurance Compliance and Timeline

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

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

OREGON DEPARTMENT OF EDUCATION

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OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

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

1. Please fill out information:

[1] For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.
[2] For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.
[3] Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a government-to-government basis.

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Hartley Elementary School 10/29/2020 Draft
Key Contact Person for this Plan	Julie Evans
Phone Number of this Person	503-665-0134
Email Address of this Person	Jevans@rsd7.net
Sectors and position titles of those who informed the plan	Hartley Ready School/Safe School Committee Lorrie Bell, ELD Pam Bosnar, Office Manager Ariel Collins, Classroom Teacher Karl Gardner, Classroom Teacher Katy Laureano, Classroom Teacher Dieh Miller, Classroom Teacher Byron Natale, Classroom Teacher Hildea Rook, Classroom Teacher Laurie Townsend, Classroom Teacher Michelle vanGrunsven, Classroom Teacher Cara White, Classroom Teacher Kathy Mendonca, Counselor Jason Wilebski, Counselor Marc Zollinger, Assistant Principal Julie Evans, Principal Hartley Parent Meeting Participants Various Reynolds School District Committees SUN Community Partners
Local public health office(s) or officers(s)	Multnomah County Health Department Patricia Charles-Heathers, Director 619 NW 6th Ave., Portland, OR 97209 509-988-3674 Jamie Smith, Coordinator, School Health Services Multnomah Education Service District (MESD) 11611 NE Ainsworth Circle Portland, OR 97220 503-257-1732 Cell: 541-279-3136 jsmith2@mesd.k12.or.us
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Julie Evans
Intended Effective Dates for this Plan	At such time as Multnomah County can meet the Governor's established re-opening metrics.
ESD Region	Multnomah County

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

Reynolds School District Parent Survey, ODE Guidance, Staff Survey, Direct Parent Outreach, Sun Partner Meetings, CARE support team meetings.

3. Indicate which instructional model will be used.

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

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

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

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

In completing this portion of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Here is a link to the overview of CDL Requirements. Please name any requirements you need ODE to review for any possible flexibility or waiver.

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.

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

0. Community Health Metrics

METRICS FOR ON-SITE OR HYBRID INSTRUCTION

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

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

☐ The school currently meets the exceptions required to provide in-person person education for students in grades K-3 (see section 0d(1) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required to provide limited in-person instruction for specific groups of students (see section 0d(2) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required for remote or rural schools in larger population counties to provide in-person instruction (see section 0d(3) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required for smaller population counties to provide in-person instruction (see section 0d(4) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required for schools in low population density counties (see section 0d(5) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required for small districts to provide in-person instruction (see section 0d(6) of the ***Ready Schools, Safe Learners*** guidance).

1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Implement measures to limit the spread of COVID-19 within the school setting.	Classroom sanitization (please included bulleted list of what counts as "sanitization") will occur each day when students are not present.
☒ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.	Staff will adhere to RSD systematic disinfection plan.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. ☒ Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. ☒ Process and procedures established to train all staff in sections 1 - 3 of the ***Ready Schools, Safe Learners*** guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. ☒ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. ☒ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. ☒ Process to report to the LPHA any cluster of any illness among staff or students. ☒ Protocol to cooperate with the LPHA recommendations. ☒ Provide all logs and information to the LPHA in a timely manner. ☒ Protocol for screening students and staff for symptoms (see section 1f of the ***Ready Schools, Safe Learners*** guidance). ☒ Protocol to isolate any ill or exposed persons from physical contact with others. ☒ 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	Classroom touch-point areas (door handles, sink handles, etc) will be wiped down throughout the day as needed. Teachers (following safety protocols) and custodians will both work to wipe areas of the classroom that are highly used. Students may use wipes (currently limited available) but may not use the current spray formula (following directions on bottle). Students will have their own labeled supplies. Any shared supplies will be "sanitized" between use. Students will be assigned an arrival/dismissal building access point to limit exposure to large group of students. Any entrance with more than one classroom assigned will have a safety protocol defined and posted. Prior to return to the building parents, students, and staff will be informed of the arrival/dismissal protocols and expectations. Late arrivals will all come through the front entrance. Each Cluster of classrooms will be assigned bathroom break times to promote handwashing and limit hallway use throughout the day. Students will be allowed to use the restroom as needed but will be encouraged to try to stay on the bathroom break schedule and only use their assigned cluster restroom. Break schedules will be published so individual restroom use to be rerouted to health room. Staff restroom protocol has been developed. The principal will ensure proper guidance (signage, branding, training, messaging home and school) to ensure physical distancing is utilized to keep all participants safe. All Hartley staff has the authority to support and reinforce physical distancing requirement. (Keeping language soft and supportive and considering the challenge of maintaining our own distance. Perhaps a common phrase) Within the first four days of school preparation (August 31, Sept 1, Sept 2, Sept 8 all staff will be trained in sections 1-3 of Ready School, Safe Learners details. Signs will be posted in common areas to signify when the area was last used and last cleaned. Examples-If a class were to enter the library for use, they would document on paper date and time of entrance. Then when the area is sanitized custodian will date and sign it was sanitized and ready for next use. Staff walking through the entrance of the school will serve as self-reporting that they are meeting health guidelines to work. Both areas with windows into the office- principal office and counselor office will be used for isolation areas as needed. Documentation will be used to identify the area when in use. Thorough sanitization will occur prior to and after use for isolation space. For long term isolation, or if there is a group larger than 2 to be isolated, Portable D will be used. If a potential case is presented at Hartley we will send home a standard letter, autodialer (email and phone messages), and classroom level remind (message referencing letter). Content will include an optional zoom for further information. Also, send

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. ☒ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site. ☒ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19. ☒ Protocol to respond to potential outbreaks (see section 3 of the ***Ready Schools, Safe Learners*** guidance).	information in advance of what the process is (create the standard protocol) Synergy and daily schedule will be used to log cohort interactions. Anything outside of the regular schedule will be tracked on sanitization/use log sheets (this team will determine if tracking system will be common or individualized) Itinerant staff will be required to keep an updated calendar with shared access by head secretary. It is not classroom teacher's responsibility to document other staff joining the classroom. Staff who have a consistent schedule will only document things outside the regular schedule.

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. **Medically Fragile, Complex and Nursing-Dependent Student Requirements** ☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services: 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. ☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law: • Communicate with parents and health care providers to determine return to school status and current needs of the student. • Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. • Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. • The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association.	Individual student plans for medically fragile students will be written and maintained by identified school nurse in partnership with staff and school administrators. Signs will be placed at the entry of each space to identify the maximum occupancy in consideration of 35 square feet per person. The sign will also reflect the current/attendance number

OHA/ODE Requirements	Hybrid/Onsite Plan

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

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom 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. ☒ 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 (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 should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.	Signs will be placed throughout the hallways and classrooms as reminders of 6 ft social distance requirements. Instruction will be planned to allow for 6 ft distancing for all activities. Any anticipated areas where a line might occur will be marked for distance. Cohorts will be designed to accommodate no more than 50% of the school population each day. All students will receive initial instruction on physical distancing. All staff will reinforce message. Videos will be created and available to reinforce the message as well. Staff will be required to honor physical distancing

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure.	Students will be placed in stable classroom cohorts of no more than 16 students. Bus cohorts will be established based on classroom cohort assignments. Students will not be a part of any one cohort or cross cohorts that exceed 100 people. Attendance, and area records will serve as tracing.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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 disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. ☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers. ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	Utilizing scheduled restroom breaks and individual restrooms will minimize interactions. Interactions between cohorts will be minimized with strategic planning around hallway traffic patterns, access to common spaces and restrooms. Teachers and custodians will disinfect surfaces throughout the day as needed. All student will have access to general education and peers. Support services will happen as an integrated part of the classroom when possible. Staff will be required to wash hands when moving between different cohorts. Staff will be assigned sections of Safe Schools specific to Covid 19 at the beginning of the school year.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. ☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. • The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). ☒ Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. ☒ Provide all information in languages and formats accessible to the school community.	Anyone who has come in contact with a confirmed case per the definition will receive a phone call from administrator and/or nurse. An autodialer and letter will be generated for communicating a confirmed case. Anyone in close contact with the case will be contacted by phone. Health information will be provided in languages and format accessible to the school community. Staff will receive notification and details for any potential health concerns and details of who received communication.

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms**,** or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows: • Primary symptoms of concern: cough, fever (*temperature* greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. • Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. • In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. • Emergency signs that require immediate medical attention: ○ 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)	Anyone not able to answer health questions should stay home or be directed to go back home. Parents are the initial screener for students and should not send students to school who are showing signs or symptoms. School will send home health screening questions for parent review and consideration. Bus drivers should alert staff if there are any students on the bus who are showing symptoms. Staff will meet the bus and get students to isolation ASAP. Classroom staff will also serve as screeners as students enter the room. Any students showing symptoms or reporting symptoms should remain outside the classroom. The teacher will radio the office and a health assistant/nurse/or office staff member will come to the student. Students will be offered hand sanitizer at each building entrance.

OHA/ODE Requirements	Hybrid/Onsite Plan
○ Other severe symptoms ☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health. • Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the ***Ready Schools, Safe Learners*** guidance) and sent home as soon as possible. See table "*Planning for COVID-19 Scenarios in Schools.*" • Additional guidance for nurses and health staff. ☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See table "*Planning for COVID-19 Scenarios in Schools.*" ☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. ☒ 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.	Hartley will follow the ODE plan for responding to COVID 19.

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Restrict non-essential visitors/volunteers. • Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. • Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. ☒ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See table "*Planning for COVID-19 Scenarios in Schools.*" ☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit. ☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.	Visitors and volunteers will not enter the building at this time

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices. ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings. ☒ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time: • Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;" ○ Students should not be left alone or unsupervised; ○ Designated area or chair should 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;	Face coverings will be required by staff and students. Face mask options will be provided by the building. Students and staff can choose to wear their own or one provided. Face coverings may be removed for eating. Students and staff will remain over 6ft apart any time a face covering is not worn. After students are finished eating they will wash hands and the area will be wiped. Students needing to remove face covering for any reason will need to move apart from the group. Similar to cool down space with limited items and cleaned in between use. If more than 2 students are needing this support teachers can choose to radio for support or take an outside break. Teachers will address students with reminders to wear face covering as appropriate Health assistants, nurse, and office staff will need to wear PPE grade equipment when in contact with anyone showing symptoms.

OHA/ODE Requirements	Hybrid/Onsite Plan
• 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 should also wear appropriate Personal Protective Equipment (PPE) for their role. • Additional guidance for nurses and health staff. **Protections under the ADA or IDEA** ☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should 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 should 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. • 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. Placement determinations cannot be made due solely to the inability to wear a face covering. 3. Plans should include updates to accommodations and modifications to support students. • 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-	Accommodations needed for face coverings will be considered on an individual basis. An alternate and individualized plan will be written for each student not wearing a face covering. IEPs will be reviewed. Any student not able to wear a face covering will have an individualized plan to address health and safety actions. If a student not on an IEP is consistently showing resistance to a face covering an SST/CARE meeting for problem solving and consideration of student need (including possibility of impact from a disability) will be considered. Any staff members needing accommodations should meet with building admin. Additional instructions for wearing face coverings will include visuals and multiple languages. Re-engagement process will be pre-taught and a routine visual will be posted at the entry to the classroom. Students will not be discriminated against or disciplined for an inability to safely wear a face covering during the school day.

OHA/ODE Requirements	Hybrid/Onsite Plan
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 should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.	

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day. ☒ Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. • Consider required physical arrangements to reduce risk of disease transmission. • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. • Additional guidance for nurses and health staff. ☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. • School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands should 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 should 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.	Written protocols for exclusions and isolation will be in writing provided by all staff and implemented as needed. Staff or students showing symptoms will be isolated and protocol will be followed. Staff or students showing symptoms will be sent home for a period of time guided by school nurse. Anyone participating in isolation for showing symptoms will be documented and kept on record. Transportation services will be used if a child must be transported. Home. All safety protocols will be followed.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in *"Planning for COVID-19 Scenarios in Schools."* ☒ Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists). ☒ Record and monitor the students and staff being isolated or sent home for the LPHA review.	

2. Facilities and School Operations

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

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. ☒ 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.	Office staff will notify teachers if a student has been absent for more than 10 days. Teacher will contact families weekly for 3 weeks. Then attendance committee will take over weekly check-ins. Hartley Tiered Attendance Procedure will be followed with after 3 days absences, family being contact by teacher, if no contact made, Tier 2 Attendance Team will try to make contact with emergency contacts. If no contact, name will be moved to Tier 3 CARE team for more specific and intentional outreach. Follow RSD Attendance policy and procedures. Pre-excused students would be turned over to the CARE/ATTENDANCE TEAM Office staff will follow RSD procedures for absences that extend beyond 10 days.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ When a student has a pre-excused absence or COVID-19 absence, the school district should reach out to offer support at least weekly until the student has resumed their education. ☒ When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.	

2b. ATTENDANCE

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

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

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the ***Ready Schools, Safe Learners*** guidance). ☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	Each student will receive their own individual device that they will use daily at school. This device will be stored in a charging area which will be cleaned between student access or taken home daily to access distance learning. Families will return devices at an equipment check out event. That event will follow all social distancing guidelines and PPE will be used by all. Where possible we will try to provide devices for at school and at home to eliminate transport of technology.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Handwashing:** All people on campus should be advised and encouraged to wash their hands frequently. ☒ **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	**Handwashing:** handwashing will be taught through a series of mini-lessons, branded with posters, and reinforced with reminders and hand washing scheduling prior to meals and during location transitions. **Equipment:** Any shared equipment will be wiped between use.

OHA/ODE Requirements	Hybrid/Onsite Plan
meetings and other large gatherings to meet requirements for physical distancing. ☒ **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. ☒ **Personal Property**: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.	**Events:** Large gatherings, field trips, etc. will either be canceled or offered virtually. **Transitions/Hallways:** Transitions will be scheduled to minimize crowding. Visual cues for lining up, standing, and walking direction will be present. **Personal Property**: Items brought will need to be labeled and used for personal use only. Labels will be available in each classrooms as needed.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☒ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the ***Ready Schools, Safe Learners*** guidance). ☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. • 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.	Arrival- Bus cohorts will be excused one bus at a time. Students will walk to their designated entrance. Entrances will be designated by grade levels. (Gym- grades 1 and 2, North Café Grades 3 and 5, South Café Grade K and 4 Schedules will articulate arrival, dismissal, and transition times. Sign-ins will be designed to minimize any material sharing. potentially using QR coding. Any common sign-in sheet or area will include hand sanitizer. Arrival and dismissal procedures will be published to parents prior to the first day of hybrid learning. Parents driving students will be asked to stay in their vehicle staff on duty will ensure students get to the correct entrance. Parents walking students to school will connect students with staff member at drop area. Parent will not enter the building at arrival or dismissal. Late arrivals will all enter through the South Café Entrance until 20 minutes after start of school, then be transitioned to enter the main office. Office staff will help support student arrival information. Teachers walk students to buses and pick-up zones

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Seating:** Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. ☒ **Materials:** Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. ☒ **Handwashing:** Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately. • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	**Seating:** Furniture will be arranged and marked with a minimum of 35 square feet per person. **Materials:** Students will be designated materials labeled with student names. If materials need to be shared hand sanitizer and wipes will be used between use. **Handwashing:** each class will present a series of handwashing lessons and review lessons, signs will be placed throughout the building, reminders will be shared frequently

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). ☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. ☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. ☒ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible 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 staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults.	Playground equipment use will follow guidance on county public park use Soap in restroom and hand sanitizers will be checked daily and refilled as needed. Handwashing will be scheduled in transitions from outdoors. Schedules will be designed to ensure only one cohort in an outdoor area at a time. Cleaning requirements will be reviewed by all staff, an implementation plan designating who is responsible for cleaning procedures and duration will be designed and followed in hybrid model. Signage will clearly state current equipment restrictions and availability When outdoor equipment is available for use, it will be cleaned per CDC guidelines. Outdoor use will be scheduled with additional time in-between groups for cleaning. Staff room use- microwave and refrigerator access will be scheduled. Other areas for the purpose of resting and eating will be designated to honor 6 ft physical distancing.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include meal services/nutrition staff in planning for school reentry. ☒ Prohibit self-service buffet-style meals. ☒ Prohibit sharing of food and drinks among students and/or staff. ☒ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. ☒ Staff serving meals and students interacting with staff at mealtimes must wear face shields or face covering (see section 1h of the **Ready Schools, Safe Learners** guidance). ☒ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should 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, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.	Building administration is working directly with RSD nutrition department to plan for meal offerings. Breakfast- will be picked up upon entry and taken to classroom. Student will handwash and then eat at desk. Lunch- Students will eat in the café at 6 ft distance from one another so they can remove face coverings. If capacity in café does not allow this option for all classes, staff would be given an option to eating in classrooms or a priority list would be created Students and Staff may be allowed to eat outside if supervision for those spaces is available. Student lunch schedules will include handwashing prior to each meal. Designated eating area will be sanitized between cohorts to include touchpoints and tables. Staff serving meals will wear face shields or face coverings All trays will be sanitized or disposable service ware will be used.

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service.	Building administration will work directly with transportation to plan safe arrival/dismissal and transportation options.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the ***Ready Schools, Safe Learners*** guidance). ☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should be done at the time of arrival and departure. • If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. ○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. • If arriving at school, notify staff to begin isolation measures. ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. ☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. ☒ Drivers wear face shields or face coverings when not actively driving and operating the bus. ☒ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings). ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the ***Ready Schools, Safe Learners*** guidance to transportation settings.	Buses will be cleaned between cohorts Loading and unloading protocols will include visual screening, Students displaying symptoms will wear a face covering, will be placed 6 ft apart from other riders and seated in the first row to ensure exit from bus first. Bus driver will call school office to notify of possible symptomatic student. Drivers will wear face coverings while student enter and exit bus Transportation details to include bus stop guidelines will be provided to parents prior to the start of hybrid model. Students will be required to wear face coverings starting on the school bus.

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. ☒ Clean and disinfect playground equipment at least daily or between use as much as possible 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 should 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 should, to the extent possible, increase natural ventilation by opening windows and doors before students arrive and after students leave, and while students are present.	Frequently touched surfaces will be wiped down throughout the day. Custodians will wipe down common areas, office staff will wipe office, and classroom teachers will wipe within the classroom. Playground equipment will be disinfected between cohorts. Disinfectants will be properly labeled and stored away from students. RSD operations department will choose appropriate products to use around students and staff. RSD operations will be asked to evaluate HVAC system to minimize indoor air circulation. When available windows and outdoor vents will be opened to offer fresh air. Ventilation system filters will be changed frequently. Admin will seek guidance from operations on usage of fans and ventilation system duration. Areas designated for hybrid use will be disinfected daily.

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

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ OAR 581-022-2220 Health Services, requires districts to "maintain a prevention-oriented health services program for all students" including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. ☒ Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	Identified isolation spaces will be designated prior to the start of hybrid model. When used as isolation, signs will identify use. Area will be disinfected after use. Hartley admin will continue to work directly with health care professionals to determine health service priorities

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: • Contact tracing • The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. • Quarantine of exposed staff or students • Isolation of infected staff or students • Communication and designation of where the "household" or "family unit" applies to your residents and staff ☐ Review and take into consideration CDC guidance for shared or congregate housing: • Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible • Ensure at least 64 square feet of room space per resident	Not Applicable

OHA/ODE Requirements	Hybrid/Onsite Plan
• 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.	

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. • At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. • Fire drills must be conducted monthly. • Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. • Safety 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 should 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 should 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.	In hybrid model, each cohort of students will receive instruction on emergency procedures (fires, earthquakes, and safety threats) each month, engage in monthly fire drills, engage in at least two earthquake and safety threat drills throughout the year. Evacuation maps will take into consideration physical distancing when able. In the case that physical distancing is not manageable the drill will be completed in less than 15 minutes. All staff will be trained on safety drills prior to the first day of hybrid model. Students will wash hands or use sanitizer after a drill.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills. ☒ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. ☒ Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new	Students showing lagging skills will be offered supporting, instruction, and skill-building training to include collaborative problem solving where appropriate. Teachers and other support staff will be trained to offer this support to students. Teachers and support staff will work together to determine the best time and location to offer student support to consider students safety and learning environment. Teachers will plan proactive measures to reduce known triggers

OHA/ODE Requirements	Hybrid/Onsite Plan
and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year. ☒ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors. ☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. ☒ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues. ☒ Plan for the impact of behavior mitigation strategies on public health and safety requirements: • Student elopes from area ○ If staff need to intervene for student safety, staff should: ● Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in behavior that requires them to be isolated from peers and results in a room clear. ○ If students leave the classroom: ● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff ● Ensure physical distancing and separation occur, to the maximum extent possible. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior). ○ If staff need to intervene for student safety, staff should: ● Maintain student dignity throughout and following the incident. ● Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.	Teachers will adjust and ask for support as needed as unexpected triggers of behaviors occur Self-regulation skills will be taught in each classroom. Students needing additional support may be offered small group or 1:1 instruction and support in these skills. Staff will receive training Trauma informed care to support de-escalation, lagging skill instruction, and alternatives to restraint and seclusion. Staff will receive training Trauma informed care for reminders in their own self-regulation and resilience. CARE and PBIS team will create a written plan prior to hybrid to address the follow situations with safety and support in mind: • Student eloping from area • Staff intervention for struggling student • Unexpected interaction with another cohort • Room clear • Physical aggression student to student • Physical aggression student to adult This plan will include proactive and responsive efforts and include disinfecting areas/equipment and communication plan following any of the above events.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space. **Protective Physical Intervention** ☒ Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the ***Ready Schools, Safe Learners*** guidance: Cleaning, Disinfection, and Ventilation).	

3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☒ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	Hartley staff will be familiar with "Planning for COIVD-19 scenarios in School." Hartley administrative staff will be well versed in applying the practices in "Planning for COIVD-19 scenarios in School." Reynolds School District will coordinate with Local Public Health Authority to establish communication channels related to current transmission level.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☒ Ensure continuous services and implement Comprehensive Distance Learning. ☒ Continue to provide meals for students.	Hartley staff will be familiar with "Planning for COIVD-19 scenarios in School." Hartley administrative staff will be well versed in applying the practices in "Planning for COIVD-19 scenarios in School." In response to an outbreak, all Glenfair students will be offered Comprehensive Distance Learning. Reynolds School District will be offered meal services during any closures due to COVID-19 impact.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☒ Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles)	Hartley staff will be familiar with "Planning for COIVD-19 scenarios in School."

OHA/ODE Requirements	Hybrid/Onsite Plan
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.	Hartley administrative staff will be well versed in applying the practices in "Planning for COIVD-19 scenarios in School." All staff will clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. Hartley administration and planning committee will consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools from any transitions for CDL to hybrid.

ASSURANCES

This section must be completed by any public school that is providing instruction through On-Site or Hybrid Instructional Models.
Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section unless the school is implementing the* Limited In-Person Instruction *provision under the Comprehensive Distance Learning guidance.
This section does not apply to private schools.

☐ We affirm that, in addition to meeting the requirements as outlined above, our school plan has met the collective requirements from ODE/OHA guidance related to the 2020-21 school year, including but not limited to requirements from:

- Sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance,
- The ***Comprehensive Distance Learning*** guidance,
- The ***Ensuring Equity and Access: Aligning Federal and State Requirements*** guidance, and
- ***Planning for COVID-19 Scenarios in Schools***

☒ We affirm that we cannot meet all of the collective requirements from ODE/OHA guidance related to the 2020-21 school year from:

- Sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance,
- The ***Comprehensive Distance Learning*** guidance,
- The ***Ensuring Equity and Access: Aligning Federal and State Requirements*** guidance, and
- ***Planning for COVID-19 Scenarios in Schools***

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

4. Equity

5. Instruction

6. Family, Community, Engagement

7. Mental, Social, and Emotional Health

8. Staffing and Personnel

Assurance Compliance and Timeline

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

List Requirement(s) Not Met	Provide a Plan and Timeline to Meet Requirements *Include how/why the school is currently unable to meet them*
As of 10/29/2020 Multnomah County does not meet the metrics to begin Hybrid Learning.	Review Metrics weekly to watch for trend in correct direction for school to open in a hybrid manner.

OREGON DEPARTMENT OF EDUCATION

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OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 10/28/2020

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	HB Lee Middle School
Key Contact Person for this Plan	Danelle Heikkila
Phone Number of this Person	503-491-2723, x4040
Email Address of this Person	Dheikkila@rsd7.net
Sectors and position titles of those who informed the plan	HB Lee Leadership Team and HB Lee Safety Committee
Local public health office(s) or officers(s)	James Herzog, RN, *School Health Nurse* *Reynolds School District- HB Lee Middle School* *Multnomah Education Service District- MESD* jherzog@mesd.k12.or.us,
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Jenna Guertin-Davis, Stacy Talus
Intended Effective Dates for this Plan	
ESD Region	MESD

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

[1] For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.
[2] For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.
[3] Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a government-to-government basis.

3. Indicate which instructional model will be used.

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

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-19 in the initial template) and submit online. (https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

In completing this portion of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Here is a link to the overview of CDL Requirements. Please name any requirements you need ODE to review for any possible flexibility or waiver.

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.

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

0. Community Health Metrics

METRICS FOR ON-SITE OR HYBRID INSTRUCTION

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

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

☐ The school currently meets the exceptions required to provide in-person person education for students in grades K-3 (see section 0d(1) of the ***Ready Schools, Safe Learners*** guidance).

☐ The school currently meets the exceptions required to provide limited in-person instruction for specific groups of students (see section 0d(2) of the ***Ready Schools, Safe Learners*** guidance).

☐ The school currently meets the exceptions required for remote or rural schools in larger population counties to provide in-person instruction (see section 0d(3) of the ***Ready Schools, Safe Learners*** guidance).

☐ The school currently meets the exceptions required for smaller population counties to provide in-person instruction (see section 0d(4) of the ***Ready Schools, Safe Learners*** guidance).

☐ The school currently meets the exceptions required for schools in low population density counties (see section 0d(5) of the ***Ready Schools, Safe Learners*** guidance).

☐ The school currently meets the exceptions required for small districts to provide in-person instruction (see section 0d(6) of the ***Ready Schools, Safe Learners*** guidance).

1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Implement measures to limit the spread of COVID-19 within the school setting. ☒ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. ☒ Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. ☒ Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school	Communicable Plan: The school has developed a Communicable Disease Management Plan based on a school-site template provided by MESD School Nursing Services, as well as requirements noted in the Ready Schools Safe Learners Guidance Document. LPHA Staff: Heather Godsey, MESD Nurse Consultant hgodsey@mesd.k12.or.us 503-257-1709 James Herzog, BSN, RN, *School Health Nurse* *Reynolds School District- HB Lee Middle School*

OHA/ODE Requirements	Hybrid/Onsite Plan
policies and plans. Review relevant local, state, and national evidence to inform plan. ☒ Process and procedures established to train all staff in sections 1 - 3 of the ***Ready Schools, Safe Learners*** guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. ☐ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. ☒ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. ☐ Process to report to the LPHA any cluster of any illness among staff or students. ☐ Protocol to cooperate with the LPHA recommendations. ☐ Provide all logs and information to the LPHA in a timely manner. ☒ Protocol for screening students and staff for symptoms (see section 1f of the ***Ready Schools, Safe Learners*** guidance). ☒ Protocol to isolate any ill or exposed persons from physical contact with others. ☒ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the ***Ready Schools, Safe Learners*** guidance). ☐ Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit. • If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the ***Ready Schools, Safe Learners*** guidance), the daily log may be maintained for the cohort. • If a student(s) is not part of a stable cohort, then an individual student log must be maintained. ☒ Required components of individual daily student/cohort logs include: • Child's name • Drop off/pick up time • Parent/guardian name and emergency contact information • All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student ☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. ☒ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site. ☐ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19. ☐ Protocol to respond to potential outbreaks (see section 3 of the ***Ready Schools, Safe Learners*** guidance).	*Multnomah Education Service District- MESD* Jherzog@mesd.k12.or.us Protocol Notify LPAH: All suspected or confirmed cases of COVID-19 or instances of COVID-19 exposure in RSD employees, students, contractors, and visitors to district sites are reported to RSD through a COVID-19 Case Online Reporting Form to ensure that precautionary steps can be taken to prevent the spread of the virus and that the MESD District Nurse Consultant coordinates appropriate notifications and recommendations with Multnomah County Health Department. Plans Disinfection: Custodial staff follow an established schedule to ensure areas used are systematically disinfected per the CDC's guidance on disinfecting public spaces. Process Report to LPBHA: All suspected or confirmed cases of COVID-19 or instances of COVID-19 exposure in RSD employees and student are reported to RSD and MESD School Nursing through a COVID-19 Case Online Reporting Form Protocol Cooperate: The MESD Nurse Consultant provides recommendations to District Operations and sites reporting possible exposure through an established COVID-19 Online Reporting Form. Logs and information are reported in a timely manner through the RSD-MESD COVID-19 Case Online Reporting Form. Protocol Screening Staff and Students: HB LEE MIDDLE SCHOOL has developed plans and procedures to ensure proper daily and effective screening before students and staff enter school by having evaluated our physical layout, doorways and other options. Protocol Isolate: As part of its Communicable Disease Plan, HB LEE MIDDLE SCHOOL has identified an area to isolate any ill or exposed persons from physical contact with others. Protocol Itinerant/District Staff: HB LEE MIDDLE SCHOOL has established a process to ensure all itinerant and all district staff are logged in and out, including areas visited and with whom they were in contact. All district staff also are required to swipe their ID badge upon entry into any building, which also provides an additional record if needed. Process Consult with LPHA: District Operations and MESD Nursing Services have developed a process for schools to report and consult, including additional cleaning and possible classroom or program closure. Potential Outbreaks: In consultation with District Operations and the MESD Nurse Consultant, HB LEE MIDDLE SCHOOL will utilize the "Planning for COVID-19 Scenarios in Schools" toolkit to respond to potential outbreaks, including, but not limited to, required notifications, cleaning and possible classroom or program closure. Custodial staff will close off affected area; provide increased ventilation of area if possible; stay out of the closed area if possible; disinfect closed area(s) using fogger. Additional school specific details: - Classroom sanitization will occur each day when students are not present. - Classroom touch-point areas (door handles, sink handles, etc) will be wiped down throughout the day as needed. Teachers (following safety protocols) and custodians will both work to wipe areas of the classroom that are highly used. Students may use wipes (currently limited available) but may not use the current spray formula (following directions on bottle).

OHA/ODE Requirements	Hybrid/Onsite Plan
	- Students will have their own labeled supplies. Any shared supplies will be "sanitized" between use. - Students will be assigned an arrival/dismissal building access point to limit exposure to large group of students. Any entrance with more than one classroom assigned will have a safety protocol defined and posted. Prior to return to the building parents, students, and staff will be informed of the arrival/dismissal protocols and expectations. Late arrivals will all come through the front entrance. - Students will be allowed to use the restroom as needed but will be required to stay in assigned area. When students have class in pods 100, 110, and 120 will use bathrooms in the 100 hallway. Students with class in Pods 200, 210, and 220 will use bathrooms in the 200 hallway. Students with class in the elective hallway and gym will use bathrooms in the main hallway. Classrooms NW1, NW2, NW3,and NW4 will use bathrooms in the Northwest Wing. - Staff restroom protocol (to come) - The principal will ensure proper guidance (signage, branding, training, messaging home and school) to ensure physical distancing is utilized to keep all participants safe. - All HB LEE MIDDLE SCHOOL staff have the authority to support and reinforce physical distancing requirement. - All staff will be trained in sections 1-3 of Ready School, Safe Learners details prior to the first day of in person instruction. - Signs will be posted in common areas to signify when the area was last used and last cleaned. Examples-If a class were to enter the library for use, they would document on paper date and time of entrance. Then when the area is sanitized custodian will date and sign it was sanitized and ready for next use. - Staff walking through the entrance of the school will serve as self- reporting that they are meeting health guidelines to work. - The game room and health office will be used for isolation areas as needed. Documentation will be used to identify the area when in use. Thorough sanitization will occur prior to and after use for isolation space. - If a potential case is presented at HB LEE MIDDLE SCHOOL we will send home a standard letter, autodialer (email and phone messages), and classroom level Remind (message referencing letter). Content will include an optional zoom meeting time for further information. - Synergy and daily schedule will be used to log cohort interactions. Anything outside of the regular schedule will be tracked on sanitization/use log sheets (this team will determine if tracking system will be common or individualized) - Itinerant staff will be required to keep an updated calendar with shared access by head secretary. It is not classroom teacher's responsibility to document other staff joining the classroom. Staff who have a consistent schedule will only document things outside the regular schedule.

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. **Medically Fragile, Complex and Nursing-Dependent Student Requirements** ☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services: 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. ☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law: Communicate with parents and health care providers to determine return to school status and current needs of the student. • Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. • Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. • The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. • Service provision should consider health and safety as well as legal standards. • Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers. • Work with an interdisciplinary team to meet requirements of ADA and FAPE. • High-risk individuals may meet criteria for exclusion during a local health crisis. • Refer to updated state and national guidance and resources such as: ○ 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	The Reynolds School District has selected the Hybrid Instructional Model to ensure that all of its schools can serve its students in high-risk populations. HB Lee Middle School will operate according to the Hybrid Instructional Model. Reynolds School District (RSD) contracts with Multnomah Education Service District's (MESD) School Health Services department to provide nursing services to medically fragile, complex and nursing-dependent students aligned with the mandated ratios identified in ORS 336.201. In addition, RSD has prioritized staffing levels to also provide preventive nursing services for the general population of students. RSD currently has eight (8) registered nurses and one (1) school health assistant providing nursing services for the medically fragile, complex, and general population students. RSD also has contracted for three (3) nursing positions to support current nursing dependent students. RSD is working with our school health providers to update the various health services in the district (nursing, speech language pathology, occupational therapy, physical therapy, and behavioral and mental health services. These updates are to align health management plans, care plans, IEPs and 504s with current health care considerations. • The current Student Engagement Team will be repurposed to address student health needs in addition to student engagement and attendance. The school's registered nurse will join the team to communicate those needs. • Signs will be placed at the entry of each space to identify the maximum occupancy in consideration of 35 square feet per person. The sign will also reflect the current/attendance number.

OHA/ODE Requirements	Hybrid/Onsite Plan
services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education.' ○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.	

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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. ☒ 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 (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 should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.	Signs will be placed throughout the hallways and classrooms as reminders of 6 ft social distance requirements. Instruction will be planned to allow for 6 ft distancing for all activities. Any anticipated areas where a line might occur will be marked for distance. Cohorts will be designed to accommodate no more than 50% of the school population each day. All students will receive initial instruction on physical distancing. All staff will reinforce message. Videos will be created and available to reinforce the message as well. Staff will be required to honor physical distancing. Plan for Students Additional Support: School administrators, counselors, social workers, educational assistants and other support staff will work with students who need additional support in maintaining physical distancing requirements. -

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. ☒ 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.	Students will be placed in stable classroom cohorts of no more than 18 students. Bus cohorts will be established based on classroom cohort assignments. Students will not be a part of any one cohort or cross cohorts that exceed 100 people. Attendance, and area records will serve as tracing. Cohorts utilizing restrooms assigned to their hallway will minimize interactions. Teachers and custodians will disinfect surfaces throughout the day as needed.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. ☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers. ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	All student will have access to general education. Support services will happen as an integrated part of the classroom whenever possible. Staff will be required to wash hands when moving between different cohorts. Staff will be assigned sections of Safe Schools specific to Covid 19 at the beginning of the school year.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. ☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. • The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). ☒ Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. ☒ Provide all information in languages and formats accessible to the school community.	Communicate Start On-Site Instruction; The building administrator and School Safety Team will provide training for staff at the start of on-site instruction and periodically to review the required infection control measures. Additionally, all district employees were required to complete by October 31, 2020 several modules of Safe School training on the prevention of COVID-19 in the school setting. In accordance with the Oregon School Nurses' Assocation Communicable Disease School Communication Protocol, HB LEE MIDDLE SCHOOL follows the recommendations of the MESD Nurse Consultant, based on her investigation of the reported case, on any required communication with/notification to students, families or staff who may be impacted by the reported potential COVID-19 case. In consultation with District Operations and the MESD Nurse Consultant, HB LEE MIDDLE SCHOOL will utilize the "Planning for COVID-19 Scenarios in Schools" toolkit to respond to potential outbreaks, including, but not limited to, required notifications, cleaning and possible classroom or program closure. -

1f. ENTRY AND SCREENING

☒ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows: • Primary symptoms of concern: cough, fever (*temperature* greater than 100.4°F) or chills, shortness of breath, or difficulty breathing.	Anyone not able to answer health questions should stay home or be directed to go back home. Parents are the initial screener for students and should not send students to school who are showing signs or symptoms. School will send home health screening questions for parent review and consideration.

• Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC.
• In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance.
• Emergency signs that require immediate medical attention:
  ○ Trouble breathing
  ○ Persistent pain or pressure in the chest
  ○ New confusion or inability to awaken
  ○ Bluish lips or face (lighter skin); greyish lips or face (darker skin)
  ○ Other severe symptoms
☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health.
• Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the ***Ready Schools, Safe Learners*** guidance) and sent home as soon as possible. See table *"Planning for COVID-19 Scenarios in Schools."*
• Additional guidance for nurses and health staff.
☐ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See table *"Planning for COVID-19 Scenarios in Schools."*
☐ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.
☒ 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.
	Bus drivers should alert staff if there are any students on the bus who are showing symptoms. Staff will meet the bus and get students to isolation ASAP.
	
	Students will enter school through three different entrances.
	
	Two staff will be assigned at each entrance for screening students as they enter the building.
	
	Two staff will be assigned to parking lot to help screen students as they get off bus and direct them to appropriate entrance.
	
	8th Grade Students will form 2 separate lines and enter through the doors by the main office. 7th grade students will form 2 separate lines and enter through the cafeteria entrance. 6th grade students will form 2 separate lines and enter through north end of the 600 hallways.
	
	Multiple staff will be assigned to hall duty to monitor social distancing as students walt to class.
	
	Classroom teachers will also serve as screeners as students enter the room. Any students showing symptoms or reporting symptoms should remain outside the classroom. The teacher will radio the office and a health assistant/nurse/or office staff member will come to the student.
	
	Students will be offered hand sanitizer at each building and classroom entrance.
	
	Visitors and volunteers will not enter the building at this time.
	
	Follow LPHA Advice: HB LEE MIDDLE SCHOOL and District Operations follow the advice and recommendations of the MESD Nurse Consultant related to any COVID-19 staff or student report filed. HB LEE MIDDLE SCHOOL also has an assigned MESD school nurse who is available to provide advisement and guidance in collaboration with the Nurse Consultant.
	
	Staff/Students Chronic Cough: In consultation with District Operations and the MESD Nurse Consultant, HB LEE MIDDLE SCHOOL will utilize the "Planning for COVID-19 Scenarios in Schools" toolkit to address any staff or student with exhibit a chronic or baseline cough.
	
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1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Restrict non-essential visitors/volunteers. • Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. • Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. ☒ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See table *"Planning for COVID-19 Scenarios in Schools."*	Current CDL restrictions will remain in place in the Hybrid model related to non-essential visitors. They will only be allowed into the secure vestibule of the school for registration purposes. The current technology help window will remain in place to serve families on asynchronous learning days.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit. ☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.	

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices. ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings. ☒ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time: • Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;" ○ Students should not be left alone or unsupervised; ○ Designated area or chair should 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 should also wear appropriate Personal Protective Equipment (PPE) for their role. • Additional guidance for nurses and health staff. **Protections under the ADA or IDEA** ☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should 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 should 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. • 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	Face coverings will be required by staff and students. Face mask options will be provided by the building. Students and staff can choose to wear their own or one provided. Face coverings may be removed for eating. Students and staff will remain over 6ft apart any time a face covering is not worn. After students are finished eating, they will wash hands and the area will be wiped. Students needing to remove face covering for any reason will need to move apart from the group. If more than 2 students are needing this support teachers can choose to radio for support or take an outside break. Teachers will address students with reminders to wear face covering as appropriate. Health assistants, nurse, and office staff will need to wear PPE grade equipment when in contact with anyone showing symptoms. For students who require an accommodation to meet the requirement for face coverings, the school team will work closely with the student and family to develop a plan in alignment with ODE guidance to accommodate the student's needs and ensure safety of staff and other students. For students eligible for IEP/504 services who cannot wear a face covering due to the nature of the disability, the school team will work closely with the student and family to develop or amend a plan. The school team will 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, school teams will consider whether the student's inability to consistently wear a face covering or face shield as required is due to a disability. If the school team suspects a disability, the team will proceed through the evaluation and eligibility process. For students who require an accommodation to meet the requirement for face coverings, the school team will work closely with the student and family to develop a plan in alignment with ODE guidance to accommodate the student's needs and ensure safety of staff and other students. For students eligible for IEP/504 services who cannot wear a face covering due to the nature of the disability, the school team will work closely with the student and family to develop or amend a plan. The school team will 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, school teams will consider whether the student's inability to consistently wear a face covering or face shield as required is due to a disability. If the

OHA/ODE Requirements	Hybrid/Onsite Plan
the student's plan including on-site instruction with accommodations or adjustments. 2. Placement determinations cannot be made due solely to the inability to wear a face covering. 3. Plans should include updates to accommodations and modifications to support students. • 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 should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.	school team suspects a disability, the team will proceed through the evaluation and eligibility process. • Students and staff can choose to wear their own or one provided. • Face coverings may be removed for eating. • Students and staff will remain over 6ft apart any time a face covering is not worn. • After students are finished eating, they will wash hands and the area will be wiped. • Students needing to remove face covering for any reason will need to move apart from the group. • A cool down space with limited items and cleaned in between use will be available. If more than 2 students are needing this support teachers can choose to radio for support or take an outside break. • Teachers will address students with reminders to wear face covering as appropriate • Health assistants, nurse, and office staff will need to wear PPE grade equipment when in contact with anyone showing symptoms. • Accommodations needed for face coverings will be considered on an individual basis. An alternate and individualized plan will be written for each student not wearing a face covering. • IEPs will be reviewed. Any student not able to wear a face covering will have an individualized plan to address health and safety actions. • If a student not on an IEP is consistently showing resistance to a face covering an SST meeting for problem solving and consideration of student need (including possibility of impact from a disability) will be considered. • Any staff members needing accommodations should meet with building administration.

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day. ☒ Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. • Consider required physical arrangements to reduce risk of disease transmission. • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.	If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. If arriving at school, notify staff to begin isolation measures. If transporting for dismissal and the student displays an onset of symptoms, notify the school.

OHA/ODE Requirements	Hybrid/Onsite Plan
• Additional guidance for nurses and health staff. ☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. • School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands should 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 should 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.	Staff exhibiting symptoms upon arrival will be directed to return home. If unable, staff will isolate in a designated isolation area until transportation can be arranged.

2. Facilities and School Operations

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

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. ☐ 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.	Office staff will notify Student Outreach Team if a student has been absent for more than 10 days. Student Outreach Team will contact families by phone and conduct home visits when families don't respond. Every effort will be made to locate student and provide appropriate support.

OHA/ODE Requirements	Hybrid/Onsite Plan
• 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 should 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.	Teachers will work in PLCs and document any student who misses 4 consecutive days of school. Student Outreach Team will meet weekly to review teacher documentation and discuss interventions to re-engage students in school and provide academic, financial, and socio-emotional supports to families as needed.

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). ☐ Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). ☐ Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present. ☐ Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance. ☐ Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home	Attendance will be taken daily for each scheduled class. Teachers will accept assignments and two-way communication regarding academics as evidence of attendance. Student Attendance: HB LEE MIDDLE SCHOOL will share with parents and students clear and concise district attendance and participation expectations for the hybrid learning model before in person instruction begins. School counselors and social workers assigned to HB LEE MIDDLE SCHOOL will also support family involvement and students' regular attendance both for the online and in person components of the hybrid model.

OHA/ODE Requirements	Hybrid/Onsite Plan
environment, caregiver's work schedule, and mental/physical health.	

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the ***Ready Schools, Safe Learners*** guidance). ☐ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	Students will continue to use district supplied devices assigned to the student and there will be no sharing of devices. Students will return devices needing return, inventory, updating, or redistributing following social distance guidelines in the office or library. Devices will be isolated in plastic Ziploc bag and accessed by properly safeguarded technicians and cleaned with approved disinfectant.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ **Handwashing:** All people on campus should be advised and encouraged to wash their hands frequently. ☐ **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. ☐ **Events:** Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. ☐ **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. ☐ **Personal Property**: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.	**Handwashing:** handwashing will be taught through a series of mini-lessons, branded with posters, and reinforced with reminders and hand washing scheduling prior to meals and during location transitions. **Equipment:** Any shared equipment will be wiped between use. **Events:** Large gatherings, field trips, etc. will either be canceled or offered virtually. **Transitions/Hallways:** Transitions will be scheduled to minimize crowding. Visual cues for lining up, standing, and walking direction will be present. **Personal Property**: Items brought will need to be labeled and used for personal use only. Labels will be available in each classroom as needed.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☐ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☐ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the ***Ready Schools, Safe Learners*** guidance). ☐ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. • 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.	Dismissal- Classroom cohorts will be dismissed one hallway at a time. Students will exit through the same assigned entrance that they entered through. No more than 2 classrooms will exit at one door. Staff will supervise hallways and exits during dismissal to ensure social distancing guidelines are followed. Schedules will articulate arrival, dismissal, and transition times. Sign-ins will be designed to minimize any material sharing. Any common sign-in sheet or area will include hand sanitizer. Arrival and dismissal procedures will be published to parents prior to the first day of hybrid learning. Parents driving students will be asked to stay in their vehicle. Staff on duty will ensure students get to the correct entrance. Parent will not enter the building at arrival or dismissal. Late arrivals will all enter through the front office. Teachers walk students to buses and pick-up zones during dismissal

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ **Seating:** Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. ☐ **Materials:** Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. ☐ **Handwashing:** Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately. • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	**Seating:** Furniture will be arranged and marked with a minimum of 35 square feet per person. **Materials:** Students will be designated materials labeled with student names. If materials need to be shared hand sanitizer and wipes will be used between use. **Handwashing:** each class will present a series of handwashing lessons and review lessons, signs will be placed throughout the building, reminders will be shared frequently.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). ☐ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. ☐ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. ☐ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible 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 staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults.	Playground equipment use will follow guidance on county public park use. Soap in restroom and hand sanitizers will be checked daily and refilled as needed. Handwashing will be scheduled in transitions from outdoors. Schedules will be designed to ensure only one cohort in an outdoor area at a time. Cleaning requirements will be reviewed by all staff, an implementation plan designating who is responsible for cleaning procedures and duration will be designed and followed in hybrid model. Signage will clearly state current equipment restrictions and availability Outdoor equipment: According to their daily schedule, custodians will disinfect play structure. Staff monitoring students will disinfect playground equipment by wiping between cohorts. Staff room use- microwave and refrigerator access will be scheduled. Other areas for the purpose of resting and eating will be designated to honor 6 ft physical distancing. AM/PM Custodians: Cleaning and disinfecting will be maintained for all areas of the school. Disinfecting of frequently touched surfaces will be performed throughout the day and the school will be disinfected using an electrostatic fogger at night.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Include meal services/nutrition staff in planning for school reentry. ☐ Prohibit self-service buffet-style meals. ☐ Prohibit sharing of food and drinks among students and/or staff. ☐ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack.	Building administration is working directly with RSD nutrition department to plan for meal offerings. Meals will be delivered to student rooms during breakfast and lunch. Students will pick up their meals in their pod and then eat in their own classroom.

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Staff serving meals and students interacting with staff at mealtimes must wear face shields or face covering (see section 1h of the **Ready Schools, Safe Learners** guidance). ☐ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should 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, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.	Classified staff will be utilized for lunch supervision in order to provided duty free lunch for teachers. Student lunch schedules will include handwashing prior to each meal. Designated eating area will be sanitized between cohorts to include touchpoints and tables. Staff serving meals will wear face shields or face coverings. All trays will be sanitized.

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Include transportation departments (and associated contracted providers, if used) in planning for return to service. ☐ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the ***Ready Schools, Safe Learners*** guidance). ☐ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should be done at the time of arrival and departure. • If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. ○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. • If arriving at school, notify staff to begin isolation measures. ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. ☐ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. ☐ Drivers wear face shields or face coverings when not actively driving and operating the bus. ☐ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings). ☐ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the ***Ready Schools, Safe Learners*** guidance to transportation settings.	Building administration will work directly with transportation to plan safe arrival/dismissal and transportation options. Students will ride in cohorts of 28 Students will be seated 6 ft. from driver- Seats are marked for proper distancing as a visual aid to assist students while loading Bus drivers will maintain attendance logs for contact tracing Buses will be cleaned between cohorts. Loading and unloading protocols will include visual screening, Students displaying symptoms will wear a face covering, will be placed 6 ft apart from other riders and seated in the first row to ensure exit from bus first. and multiple windows should be opened to allow for fresh air circulation, if feasible. Bus driver will call school office to notify of possible symptomatic student. Drivers will wear face coverings while student enter and exit bus. Transportation details to include bus stop guidelines will be provided to parents prior to the start of hybrid model. Students will be required to wear face coverings staring on the school bus.

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles)	Clean and Sanitize: Cleaning and disinfecting will be maintained for all areas of the school. Disinfecting of frequently touched surfaces will be

OHA/ODE Requirements	Hybrid/Onsite Plan
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. ☐ Clean and disinfect playground equipment at least daily or between use as much as possible 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 should 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 should, to the extent possible, increase natural ventilation by opening windows and doors before students arrive and after students leave, and while students are present. ☐ 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 should 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 should 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).	performed by custodians throughout the day and the school will be disinfected using an electrostatic fogger at night. Playground equipment will be disinfected between cohorts. Disinfectants will be properly labeled and stored away from students. RSD operations department will choose appropriate products to use around students and staff. Disinfectant being used in fogger is Bioesque Botanical Disinfectant Solution: ○ EPA List N Registered Broad-Spectrum Disinfectant ○ Kills 99.9% of Bacteria, Viruses, Fungi & Molds ○ No Personal Protective Equipment (PPE) Needed ○ Botanically Derived Active Ingredient School HVAC systems are being maintained to ensure efficient performance and air exchange rate. Where equipment can maintain required balancing, the MERV rating of the filtration will be increased. PM Custodians: According to checklist will clean assigned areas. Classrooms and offices are disinfected using electrostatic fogger. School HVAC systems are being evaluated to upgrade their performance and increase the air exchange rate and the MERV filtration rating where appropriate.

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ OAR 581-022-2220 Health Services, requires districts to "maintain a prevention-oriented health services program for all students" including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. ☐ Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	The health office and the SUN office will be used as isolation rooms. When used as isolation, signs will identify use. Area will be disinfected after use. HB LEE MIDDLE SCHOOL admin will continue to work directly with health care professionals to determine health service priorities.

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

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

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. • At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. • Fire drills must be conducted monthly. • Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. • Safety 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 should 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 should 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.	In hybrid model, each cohort of students will receive instruction on emergency procedures (fires, earthquakes, and safety threats) each month, engage in monthly fire drills, engage in at least two earthquake and safety threat drills throughout the year. Evacuation maps will take into consideration physical distancing when able. In the case that physical distancing is not manageable the drill will be completed in less than 15 minutes. All staff will be trained on safety drills prior to the first day of hybrid model. Students will wash hands or use sanitizer after a drill.

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ 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.	

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills. ☐ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. ☐ Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year. ☐ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes) and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors. ☐ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. ☐ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues. ☐ Plan for the impact of behavior mitigation strategies on public health and safety requirements: • Student elopes from area ○ If staff need to intervene for student safety, staff should: ● Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in behavior that requires them to be isolated from peers and results in a room clear. ○ If students leave the classroom: ● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff ● Ensure physical distancing and separation occur, to the maximum extent possible. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log.	Students showing lagging skills will be offered supporting, instruction, and skill-building training to include collaborative problem solving and restorative dialogue where appropriate. Teachers and other support staff will be trained to offer this support to students. Teachers and support staff will work together to determine the best time and location to offer student support to consider students safety and learning environment. Teachers will plan proactive measures to reduce known triggers Teachers will adjust and ask for support as needed as unexpected triggers of behaviors occur. Identified staff will receive training (Mandt, Trillium, Trauma informed care trainings) to support de-escalation, lagging skill instruction, and alternatives to restraint and seclusion. Support team will create a written plan prior to hybrid to address the follow situations with safety and support in mind: • Student eloping from area • Staff intervention for struggling student • Unexpected interaction with another cohort • Room clear • Physical aggression student to student • Physical aggression student to adult This plan will include proactive and responsive efforts and include disinfecting areas/equipment and communication plan following any of the above events. Face shields may be cleaned and disinfected by instructional staff. Personal face coverings should be taken home and laundered (disposable face coverings are available for staff and students).

OHA/ODE Requirements	Hybrid/Onsite Plan
○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior). ○ If staff need to intervene for student safety, staff should: ● Maintain student dignity throughout and following the incident. ● Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. ☐ Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space. **Protective Physical Intervention** ☐ Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the ***Ready Schools, Safe Learners*** guidance: Cleaning, Disinfection, and Ventilation).	

3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Review the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☐ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	HB LEE MIDDLE SCHOOL staff will be familiar with "Planning for COIVD-19 scenarios in School." HB LEE MIDDLE SCHOOL administrative staff will be well versed in applying the practices in "Planning for COVID-19 scenarios in School." Coordinate with LPHA: District Operations has established communication and reporting protocols for all students and staff with MESD Nursing Services and Multnomah Department of Public Health.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☐ Ensure continuous services and implement Comprehensive Distance Learning. ☐ Continue to provide meals for students.	HB LEE MIDDLE SCHOOL staff will be familiar with "Planning for COIVD-19 scenarios in School." HB LEE MIDDLE SCHOOL administrative staff will be well versed in applying the practices in "Planning for COIVD-19 scenarios in School."

OHA/ODE Requirements	Hybrid/Onsite Plan
	In response to an outbreak, all HB LEE MIDDLE SCHOOL students will be offered Comprehensive Distance Learning. Reynolds School District will be offered meal services during any closures due to COVID-19 impact.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☐ Clean, sanitize, and disinfect surfaces (e.g., playground equipment, 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.	HB LEE MIDDLE SCHOOL staff will be familiar with "Planning for COIVD-19 scenarios in School." HB LEE MIDDLE SCHOOL administrative staff will be well versed in applying the practices in "Planning for COIVD-19 scenarios in School." HB LEE MIDDLE SCHOOL will clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. HB LEE MIDDLE SCHOOL administration and planning committee will consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools from any transitions for CDL to hybrid.

ASSURANCES

This section must be completed by any public school that is providing instruction through On-Site or Hybrid Instructional Models.
Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section unless the school is implementing the* Limited In-Person Instruction *provision under the Comprehensive Distance Learning guidance.
This section does not apply to private schools.

☐ We affirm that, in addition to meeting the requirements as outlined above, our school plan has met the collective requirements from ODE/OHA guidance related to the 2020-21 school year, including but not limited to requirements from:

- Sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance,
- The ***Comprehensive Distance Learning*** guidance,
- The ***Ensuring Equity and Access: Aligning Federal and State Requirements*** guidance, and
- ***Planning for COVID-19 Scenarios in Schools***

☐ We affirm that we cannot meet all of the collective requirements from ODE/OHA guidance related to the 2020-21 school year from:

- Sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance,
- The ***Comprehensive Distance Learning*** guidance,
- The ***Ensuring Equity and Access: Aligning Federal and State Requirements*** guidance, and
- ***Planning for COVID-19 Scenarios in Schools***

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

4. Equity

5. Instruction

6. Family, Community, Engagement

7. Mental, Social, and Emotional Health

8. Staffing and Personnel

Assurance Compliance and Timeline

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

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

OREGON DEPARTMENT OF EDUCATION

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OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Margaret Scott Elementary
Key Contact Person for this Plan	Natasha Jackson
Phone Number of this Person	(503)491-2721
Email Address of this Person	nljackson@rsd7.net
Sectors and position titles of those who informed the plan	Principal
Local public health office(s) or officers(s)	MESD/Multnomah County
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Natasha Jackson and COVID Planning Team
Intended Effective Dates for this Plan	October 31, 2020
ESD Region	Multnomah

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

[1] For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.
[2] For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.
[3] Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a government-to-government basis.

3. Indicate which instructional model will be used.

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

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-19 in the initial template) and submit online. (https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

In completing this portion of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Here is a link to the overview of CDL Requirements. Please name any requirements you need ODE to review for any possible flexibility or waiver.

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.

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

0. Community Health Metrics

METRICS FOR ON-SITE OR HYBRID INSTRUCTION

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

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

☐ The school currently meets the exceptions required to provide in-person person education for students in grades K-3 (see section 0d(1) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required to provide limited in-person instruction for specific groups of students (see section 0d(2) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required for remote or rural schools in larger population counties to provide in-person instruction (see section 0d(3) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required for smaller population counties to provide in-person instruction (see section 0d(4) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required for schools in low population density counties (see section 0d(5) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required for small districts to provide in-person instruction (see section 0d(6) of the ***Ready Schools, Safe Learners*** guidance).

1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Implement measures to limit the spread of COVID-19 within the school setting. ☐ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. ☒ Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. ☐ Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. ☒ Process and procedures established to train all staff in sections 1 - 3 of the ***Ready Schools, Safe Learners*** guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. ☐ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. ☒ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. ☐ Process to report to the LPHA any cluster of any illness among staff or students. ☐ Protocol to cooperate with the LPHA recommendations. ☐ Provide all logs and information to the LPHA in a timely manner. ☒ Protocol for screening students and staff for symptoms (see section 1f of the ***Ready Schools, Safe Learners*** guidance). ☒ Protocol to isolate any ill or exposed persons from physical contact with others. ☒ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the ***Ready Schools, Safe Learners*** guidance). ☐ Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit. • If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the ***Ready Schools, Safe Learners*** guidance), the daily log may be maintained for the cohort. • If a student(s) is not part of a stable cohort, then an individual student log must be maintained. ☒ Required components of individual daily student/cohort logs include: • Child's name • Drop off/pick up time • Parent/guardian name and emergency contact information • All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student ☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. ☒ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a	Margaret Scott has developed a Communicable Disease Management Plan based on a school-site template provided by MESD School Nursing Services, as well as requirements noted in the Ready Schools Safe Learners Guidance Document. LPHA Staff: Heather Godsey, MESD Nurse Consultant hgodsey@mesd.k12.or.us 503-257-1709; Erin Lewis elewis2@mesd.12.or.us • Protocol Notify LPAH: All suspected or confirmed cases of COVID-19 or instances of COVID-19 exposure in RSD employees, students, contractors, and visitors to district sites are reported to RSD through a COVID-19 Case Online Reporting Form to ensure that precautionary steps can be taken to prevent the spread of the virus and that the MESD District Nurse Consultant coordinates appropriate notifications and recommendations with Multnomah County Health Department. • Plans Disinfection: Custodial staff follow an established schedule to ensure areas used are systematically disinfected per the CDC's guidance on disinfecting public spaces. • Process Report to LPBHA: All suspected or confirmed cases of COVID-19 or instances of COVID-19 exposure in RSD employees and student are reported to RSD and MESD School Nursing through a COVID-19 Case Online Reporting Form • Protocol Cooperate: The MESD Nurse Consultant provides recommendations to District Operations and sites reporting possible exposure through an established COVID-19 Online Reporting Form. • Logs and information are reported in a timely manner through the RSD-MESD COVID-19 Case Online Reporting Form. • Margaret Scott has developed plans and procedures to ensure proper daily and effective screening before students and staff enter school by having evaluated our physical layout, doorways and other options. • Margaret Scott has identified an area to isolate any ill or exposed persons from physical contact with others. In accordance with the Oregon School Nurses' Association Communicable Disease School Communication Protocol, Margaret Scott follows the recommendations of the MESD Nurse Consultant, based on her investigation of the reported case, on any required communication with/notification to students or staff who may be impacted by the reported potential COVID-19 case. • Margaret Scott will be maintaining daily logs for each student/cohort for the purpose of contract tracing. The school will organize students and staff into stable cohorts per the recommended guidelines. • Margaret Scott will ensure that daily logs are kept and archived for contract tracing to assist the MESD Nurse Consultant as needed.

OHA/ODE Requirements	Hybrid/Onsite Plan
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. ☐ Protocol to respond to potential outbreaks (see section 3 of the ***Ready Schools, Safe Learners*** guidance).	• Margaret Scott has established a process to ensure all itinerant and all district staff are logged in and out, including areas visited and with whom they were in contact. All district staff also are required to swipe their ID badge upon entry into any building, which also provides an additional record if needed. • District Operations and MESD Nursing Services have developed a process for schools to report and consult, including additional cleaning and possible classroom or program closure. • In consultation with District Operations and the MESD Nurse Consultant, Erin Lewis will utilize the "Planning for COVID-19 Scenarios in Schools" toolkit to respond to potential outbreaks, including, but not limited to, required notifications, cleaning and possible classroom or program closure. • Custodial will close off affected area; provide increased ventilation of area if possible; stay out of the closed area as long as possible; disinfect closed area(s) using fogger.

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. **Medically Fragile, Complex and Nursing-Dependent Student Requirements** ☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services: 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. ☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:	• The Reynolds School District has selected the Hybrid Instructional Model to ensure that all of its schools can serve its students in high-risk populations. Margaret Scott will operate according to the Hybrid Instructional Model. • Reynolds School District (RSD) contracts with Multnomah Education Service District's (MESD) School Health Services department to provide nursing services to medically fragile, complex and nursing-dependent students aligned with the mandated ratios identified in ORS 336.201. In addition, RSD has prioritized staffing levels to also provide preventive nursing services for the general population of students. RSD currently has eight (8) registered nurses and one (1) school health assistant providing nursing services for the medically fragile, complex, and general population students. RSD also has contracted for three (3) nursing positions to support current nursing dependent students. RSD is working with our school health providers to update the various health services in the district (nursing, speech language pathology, occupational therapy, physical therapy, and behavioral and mental health services. These updates are to align health management plans, care plans, IEPs and 504s with current health care considerations.

OHA/ODE Requirements	Hybrid/Onsite Plan

• Communicate with parents and health care providers to determine return to school status and current needs of the student.
• Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.
• Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.
• The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association.
• Service provision should consider health and safety as well as legal standards.
• Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers.
• Work with an interdisciplinary team to meet requirements of ADA and FAPE.
• High-risk individuals may meet criteria for exclusion during a local health crisis.
• Refer to updated state and national guidance and resources such as:
  • U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.
  • ODE guidance updates for Special Education. Example from March 11, 2020.
  • OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education.'
  • OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.	

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom 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. ☒ 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 (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 should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.	• Margaret Scott will establish stable cohorts of students as part of its schedule modifications to limit the number of students in the building. Cohorts will attend on only specific days. The school's reopening team has identified specific ingress and egress points for designated grade levels; those grade level cohorts will only use one designated ingress and egress point throughout the day • Plan for Students Additional Support: School administrators, counselors, social workers, educational assistants and other support staff will work with students who need additional support in maintaining physical distancing requirements.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. ☒ 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 disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. ☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers. ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	Stable Cohorts: Margaret School will establish stable cohorts of students as part of its schedule modifications to limit the number of students in the building. Margaret Scott School has measured and planned for 35 square feet per person, including staff, in its classrooms. Margaret Scott School will be maintaining daily logs for each student/cohort for the purpose of contract tracing. Margaret Scott will ensure that logs will include the required components. Cleaning and disinfecting: According to the custodial daily schedule, custodians will disinfect areas when a cohort leaves an area. Example: Cohort leaves cafeteria, custodian will disinfect tables using disinfectant and flat mop; cohort returns to class after recess, custodian wipes play structure.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. ☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. • The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer).	Communicate Start On-Site Instruction; The building administrator and School Safety Team will provide training for staff at the start of on-site instruction and periodically to review the required infection control measures. Additionally, all district employees were required to complete by October 31, 2020 several modules of Safe School training on the prevention of COVID-19 in the school setting.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. ☒ Provide all information in languages and formats accessible to the school community.	Develop Confirmed Case: In accordance with the Oregon School Nurses' Association Communicable Disease School Communication Protocol, Margaret Scott follows the recommendations of the MESD Nurse Consultant, based on her investigation of the reported case, on any required communication with/notification to students, families or staff who may be impacted by the reported potential COVID-19 case. Develop Protocols Immediately: In consultation with District Operations and the MESD Nurse Consultant, Erin Lewis will utilize the "Planning for COVID-19 Scenarios in Schools" toolkit to respond to potential outbreaks, including, but not limited to, required notifications, cleaning and possible classroom or program closure.

1f. ENTRY AND SCREENING

☒ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms**,** or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows:
• Primary symptoms of concern: cough, fever (*temperature* greater than 100.4°F) or chills, shortness of breath, or difficulty breathing.
• Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC.
• In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance.
• Emergency signs that require immediate medical attention:
  • Trouble breathing
  • Persistent pain or pressure in the chest
  • New confusion or inability to awaken
  • Bluish lips or face (lighter skin); greyish lips or face (darker skin)
  • Other severe symptoms
☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health.
• Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the ***Ready Schools, Safe Learners*** guidance) and sent home as soon as possible. See table "*Planning for COVID-19 Scenarios in Schools.*"
	• Screen all students and staff: Margaret Scott has developed plans and procedures to ensure proper daily and effective screening before students and staff enter school. School bus drivers have been trained on screening students when they enter the bus and have been trained on how to support a student who may be exhibiting symptoms.
	• Margaret Scott and District Operations follow the advice and recommendations of the MESD Nurse Consultant related to any COVID-19 staff or student report filed. Margaret Scott also has an assigned MESD school nurse who is available to provide advisement and guidance in collaboration with the Nurse Assistant.
	• In consultation with District Operations and the MESD Nurse Consultant, Margaret Scott will utilize the "Planning for COVID-19 Scenarios in Schools" toolkit to address any staff or student with exhibit a chronic or baseline cough.
	• Anyone not able to answer health questions should stay home or be directed to go back home.
	• Parents are the initial screen for students and should not send students to school who are showing signs or symptoms. School will send home health screening questions for parent review and consideration.
	• Bus drivers should alert staff if there are any students on the bus who are showing symptoms. Staff will meet the bus and get students to isolation ASAP.
	• Classroom staff will also serve as screeners as students enter the room. Any students showing symptoms or reporting symptoms should remain outside the classroom. The teacher will reach out to the office and a health assistant/nurse/or office staff member will come to the student.

• Additional guidance for nurses and health staff. ☐ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See table *"Planning for COVID-19 Scenarios in Schools."* ☐ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. ☒ 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.	• Students will be offered hand sanitizer at each building entrance.

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Restrict non-essential visitors/volunteers. • Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. • Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. ☒ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See table *"Planning for COVID-19 Scenarios in Schools."* ☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit. ☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.	• Visitors and volunteers will not enter during the instructional school day.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices. ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings. ☒ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time: • Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;" • Students should not be left alone or unsupervised; • Designated area or chair should 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 should also wear appropriate Personal Protective Equipment (PPE) for their role. • Additional guidance for nurses and health staff.	• For students who require an accommodation to meet the requirement for face coverings, the school team will work closely with the student and family to develop a plan in alignment with ODE guidance to accommodate the student's needs and ensure safety of staff and other students. • For students eligible for IEP/504 services who cannot wear a face covering due to the nature of the disability, the school team will work closely with the student and family to develop or amend a plan. The school team will 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, school teams will consider whether the student's inability to consistently wear a face covering or face shield as required is due to a disability. If the school team suspects a disability, the team will proceed through the evaluation and eligibility process. • Face coverings will be required by staff and students. Face mask options will be provided by the building. Students and staff can choose to wear their own or one provided. Face coverings may be removed for eating. Students and staff will remain over 6ft apart any time a face covering is not worn. After students are finished eating they will wash

OHA/ODE Requirements	Hybrid/Onsite Plan
Protections under the ADA or IDEA ☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should 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 should 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. • 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. Placement determinations cannot be made due solely to the inability to wear a face covering. 3. Plans should include updates to accommodations and modifications to support students. • 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	hands, put on mask and the area will be cleaned and disinfected. • Students needing to remove face covering for any reason will need to move apart from the group. Similar to cool down space with limited items and cleaned in between use • Teachers will address students with reminders to wear face covering as appropriate. • Health assistants, nurse, and office staff will need to wear PPE grade equipment when in contact with anyone showing symptoms. • Accommodations needed for face coverings will be considered on an individual basis. An alternate and individualized plan will be written for each student not wearing a face covering. - -

OHA/ODE Requirements	Hybrid/Onsite Plan
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 should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.	

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day. ☒ Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. • Consider required physical arrangements to reduce risk of disease transmission. • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. • Additional guidance for nurses and health staff. ☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. • School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands should 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 should 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	• If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. • The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. • The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. • If arriving at school, notify staff to begin isolation measures. • If transporting for dismissal and the student displays an onset of symptoms, notify the school. Staff exhibiting symptoms upon arrival will be directed to return home. If unable, staff will isolate in a designated isolation area until transportation can be arranged.

OHA/ODE Requirements	Hybrid/Onsite Plan
development of protocols and assessment of symptoms (where staffing exists). ☒ Record and monitor the students and staff being isolated or sent home for the LPHA review.	

2. Facilities and School Operations

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

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. ☒ 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 should reach out to offer support at least weekly until the student has resumed their education.	• All students will be enrolled following the Oregon Department of Education guidelines. • Establish an attendance committee • Office staff will notify teachers if a student has been absent for more than 3 consecutive days, when the family has failed to notify the office for reason for absences. • Teachers will work in PLCs to determine contact with students who have been absent 5 consecutive days and a plan of support and outreach will be established.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.	

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). ☐ Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). ☐ Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present. ☐ Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance. ☐ Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.	- Student Attendance: Margaret Scott will share with parents and students clear and concise district attendance and participation expectations for the hybrid learning model before in person instruction begins. School counselors and assigned to Margaret Scott will also support family involvement and students' regular attendance both for the online and in person components of the hybrid model. - Margaret Scott will not impose punitive standards but systems of support because entry and access points will be different for families. - Parents will be provided attendance adjustments in writing based on hybrid prior to the first day of hybrid learning.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the ***Ready Schools, Safe Learners*** guidance). ☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	• Students will continue to use district supplied devices assigned to the student and there will be no sharing of devices. • Each student will receive their own individual device that they will use daily at school. This device will be stored in a charging area which will be cleaned between student access or taken home daily to access distance learning. • Students will return devices needing return, inventory, updating, or redistributing following social distance guidelines in the office or library. Devices will be isolated in plastic Ziploc bag and accessed by properly safeguarded technicians and cleaned with approved disinfectant.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Handwashing:** All people on campus should be advised and encouraged to wash their hands frequently. ☒ **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.	• **Handwashing:** handwashing will be taught through a series of mini-lessons, branded with posters, and reinforced with reminders and hand washing scheduling prior to meals and during location transitions. • **Equipment:** Any shared equipment will be wiped between use. • **Events:** Large gatherings, field trips, etc. will either be canceled

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. ☒ **Personal Property**: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.	or offered virtually. • **Transitions/Hallways:** Transitions will be scheduled to minimize crowding. Visual cues for lining up, standing, and walking direction will be present. • **Personal Property**: Items brought will need to be labeled and used for personal use only. Labels will be available in each classrooms as needed.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☒ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the ***Ready Schools, Safe Learners*** guidance). ☐ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. • 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.	- Margaret Scott School will design a drop off and pick up. - All students will be asked to enter their classroom through the exterior doors. Only later arrivals and classrooms that do not have an outside entrance directly to the classroom will enter through the main office. - Parents driving students will be asked to stay in their vehicle staff on duty will ensure students get to the correct entrance. Parents walking students to school will connect students with staff member at drop area. - Late arrivals will all enter through the front office only. - schedule based on stable cohorts and will communicate the schedule and arrival/dismissal times with parents and students before in person learning begins. - Margaret Scott will develop a clear and accurate sign-in/sign-out procedures for students and staff to help facilitate contract tracing. Hand sanitizer, mask and other appropriate prevention measures will be taken during the sign-in/sign-out procedures.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Seating:** Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. ☒ **Materials:** Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. ☒ **Handwashing:** Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately. • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	• **Seating:** Furniture will be arranged and marked with a minimum of 36 square feet per person. • **Materials:** Students will be designated materials labeled with student names. If materials need to be shared hand sanitizer and wipes will be used between use.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations).	• Playground equipment use will follow guidance on county public park use

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. ☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. ☒ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible 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 staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults.	• Soap in restroom and hand sanitizers will be checked daily and refilled as needed. • Handwashing will be scheduled in transitions from outdoors. • Schedules will be designed to ensure only one cohort in an outdoor area at a time. • Cleaning requirements will be reviewed by all staff, an implementation plan designating who is responsible for cleaning procedures and duration will be designed and followed in hybrid model. • Signage will clearly state current equipment restrictions and availability • When outdoor equipment is available for use, it will be cleaned per CDC guidelines. Outdoor use will be scheduled with additional time in-between cohorts for cleaning. • Staff room use- microwave and refrigerator access will be scheduled. Other areas for the purpose of resting and eating will be designated to honor 6 ft physical distancing. • AM/PM Custodians: Cleaning and disinfecting will be maintained for all areas of the school. Disinfecting of frequently touched surfaces will be performed throughout the day and the school will be disinfected using an electrostatic fogger at night. • Outdoor equipment: According to their daily schedule, custodians will disinfect play structures by wiping between cohorts.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include meal services/nutrition staff in planning for school reentry. ☒ Prohibit self-service buffet-style meals. ☒ Prohibit sharing of food and drinks among students and/or staff. ☒ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. ☒ Staff serving meals and students interacting with staff at mealtimes must wear face shields or face covering (see section 1h of the **Ready Schools, Safe Learners** guidance). ☒ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should 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, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.	• Nutrition Services is working directly with each school to develop a plan specific to the needs of that school to ensure the cleaning and sanitizing of meal touch-points. • Custodians will ensure the cleaning and disinfecting of tables between meal periods, e.g., sanitizing cafeteria tabletops using short-handled flat mops and disinfectant or using disposable table coverings changed between each meal period. • Building administration is working directly with RSD nutrition department to plan for meal offerings. • Students will eat in the café at 6 ft distance from one another so they can remove face coverings. If capacity in café does not allow this option for all classes, staff would be given an option to eating in classrooms or a priority list would be created • Student lunch schedules will include handwashing prior to each meal. • Designated eating area will be sanitized between cohorts to include touchpoints and tables. • Staff serving meals will wear face shields or face coverings • All trays will be sanitized daily.

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service. ☒ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the ***Ready Schools, Safe Learners*** guidance). ☐ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should be done at the time of arrival and departure. • If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. • The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. • The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. • If arriving at school, notify staff to begin isolation measures. • If transporting for dismissal and the student displays an onset of symptoms, notify the school. ☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. ☐ Drivers wear face shields or face coverings when not actively driving and operating the bus. ☐ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings). ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the ***Ready Schools, Safe Learners*** guidance to transportation settings.	Students will ride in cohorts of 28 Students will be seated 6 ft. from driver- Seats are marked for proper distancing as a visual aid to assist students while loading Maintain attendance logs for contact tracing Buses will be sanitized twice daily upon return to bus lot. Driver will conduct targeted cleanings between routes, with a focus on frequently touched surfaces such as, seat backs, seat tops and handrails. If unattended by an adult at the bus stop or while in route to school a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. • The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. • The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. If arriving at school, notify staff to begin isolation measures. If transporting for dismissal and the student displays an onset of symptoms, notify the school immediately.

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. ☒ Clean and disinfect playground equipment at least daily or between use as much as possible 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 should 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 should, to the extent possible, increase natural	• Clean and Sanitize: Cleaning and disinfecting will be maintained for all areas of the school. Disinfecting of frequently touched surfaces will be performed by custodians throughout the day and the school will be disinfected using an electrostatic fogger at night. • Playground equipment: According to their daily schedule, custodians will disinfect play structures by wiping between cohorts. • Disinfectant being used in fogger is Bioesque Botanical Disinfectant Solution: ○ EPA List N Registered Broad-Spectrum Disinfectant ○ Kills 99.9% of Bacteria, Viruses, Fungi & Molds ○ No Personal Protective Equipment (PPE) Needed ○ Botanically Derived Active Ingredient • School HVAC systems are being maintained to ensure efficient performance and air exchange rate. Where equipment can

OHA/ODE Requirements	Hybrid/Onsite Plan
ventilation by opening windows and doors before students arrive and after students leave, and while students are present. ☒ 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 should 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 should 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).	maintain required balancing, the MERV rating of the filtration will be increased. • PM Custodians: According to checklist will clean assigned areas. Classrooms and offices are disinfected using electrostatic fogger. • School HVAC systems are being evaluated to upgrade their performance and increase the air exchange rate and the MERV filtration rating where appropriate.

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ OAR 581-022-2220 Health Services, requires districts to "maintain a prevention-oriented health services program for all students" including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. ☒ Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	• Identified isolation spaces will be designated prior to the start of hybrid model. When used as isolation, signs will identify use. Area will be disinfected after use. • Margaret Scott administration will continue to work directly with health care professionals to determine health service priorities.

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: • Contact tracing • The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. • Quarantine of exposed staff or students • Isolation of infected staff or students • Communication and designation of where the "household" or "family unit" applies to your residents and staff ☐ Review and take into consideration CDC guidance for shared or congregate housing: • Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible • Ensure at least 64 square feet of room space per resident • Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary; • Configure common spaces to maximize physical distancing;	

OHA/ODE Requirements	Hybrid/Onsite Plan
• Provide enhanced cleaning; • Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.	

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. • At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. • Fire drills must be conducted monthly. • Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. • Safety 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 should 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 should 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.	In hybrid model, each cohort of students will receive instruction on emergency procedures (fires, earthquakes, and safety threats) each month, engage in monthly fire drills, engage in at least two earthquake and safety threat drills throughout the year. Evacuation maps will take into consideration physical distancing when able. In the case that physical distancing is not manageable the drill will be completed in less than 15 minutes. All staff will be trained on safety drills prior to the first day of hybrid model. Students will wash hands or use sanitizer after a drill.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills. ☒ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. ☒ Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new	Students showing lagging skills will be offered supporting, instruction, and skill-building training to include collaborative problem solving where appropriate. Teachers and other support staff will be trained to offer this support to students. Teachers and support staff will work together to determine the best time and location to offer student support to consider students safety and learning environment. Teachers will plan proactive measures to reduce known triggers

OHA/ODE Requirements	Hybrid/Onsite Plan
and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year. ☒ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors. ☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. ☐ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues. ☐ Plan for the impact of behavior mitigation strategies on public health and safety requirements: • Student elopes from area • If staff need to intervene for student safety, staff should: ● Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. • *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in behavior that requires them to be isolated from peers and results in a room clear. • If students leave the classroom: ● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff ● Ensure physical distancing and separation occur, to the maximum extent possible. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. • *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior). • If staff need to intervene for student safety, staff should: ● Maintain student dignity throughout and following the incident. ● Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. • *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.	• Teachers will adjust and ask for support as needed as unexpected triggers of behaviors occur • Self-regulation skills will be taught in each classroom. Students needing additional support may be offered small group or 1:1 instruction and support in these skills. • Staff will receive training to support de-escalation, lagging skill instruction, and alternatives to restraint and seclusion. • Staff will receive training support, and reminders in their own self-regulation and resilience. • Create a resource bank for staff Support team will create a written plan prior to hybrid to address the follow situations with safety and support in mind: • Staff intervention for struggling student • Unexpected interaction with another cohort • Room clear • Physical aggression student to student • Physical aggression student to adult This plan will include proactive and responsive efforts and include disinfecting areas/equipment and communication plan following any of the above events.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space. **Protective Physical Intervention** ☐ Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the ***Ready Schools, Safe Learners*** guidance: Cleaning, Disinfection, and Ventilation).	

3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☐ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	Planning for COVID-19 Scenarios: District Operations has provided the toolkit to all building and district administrators. Margaret Scott will provide training to staff on COVID-19 prevention and will review the toolkit prior to the commencement of hybrid/in person learning. Coordinate with LPHA: District Operations has established communication and reporting protocols for all students and staff with MESD Nursing Services and Multnomah Department of Public Health.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit.	Planning for COVID-19 Scenarios: District Operations has provided the

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Ensure continuous services and implement Comprehensive Distance Learning. ☐ Continue to provide meals for students.	toolkit to all building and district administrators. Margaret School will provide training to staff on COVID-19 prevention and will review the toolkit prior to the commencement of hybrid/in person learning. Continue Meals: Nutrition Services has worked directly with each school to develop a plan specific to the needs of that school

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☒ Clean, sanitize, and disinfect surfaces (e.g., playground equipment, 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.	

ASSURANCES

This section must be completed by any public school that is providing instruction through On-Site or Hybrid Instructional Models.
Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section unless the school is implementing the* Limited In-Person Instruction *provision under the Comprehensive Distance Learning guidance.
This section does not apply to private schools.

☐ We affirm that, in addition to meeting the requirements as outlined above, our school plan has met the collective requirements from ODE/OHA guidance related to the 2020-21 school year, including but not limited to requirements from:

- Sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance,
- The ***Comprehensive Distance Learning*** guidance,
- The ***Ensuring Equity and Access: Aligning Federal and State Requirements*** guidance, and
- ***Planning for COVID-19 Scenarios in Schools***

☐ We affirm that we cannot meet all of the collective requirements from ODE/OHA guidance related to the 2020-21 school year from:

- Sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance,
- The ***Comprehensive Distance Learning*** guidance,
- The ***Ensuring Equity and Access: Aligning Federal and State Requirements*** guidance, and
- ***Planning for COVID-19 Scenarios in Schools***

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

4. Equity

5. Instruction

6. Family, Community, Engagement

7. Mental, Social, and Emotional Health

8. Staffing and Personnel

Assurance Compliance and Timeline

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

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

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OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Multnomah Learning Academy Public Charter School K-8 (MLA)
Key Contact Person for this Plan	Sheri Fitzsimmons
Phone Number of this Person	503-405-7868
Email Address of this Person	sfitzsimmons@mla.k12.or.us
Sectors and position titles of those who informed the plan	Director, MLA K-8 Principal, MLA K-5
Local public health office(s) or officers(s)	Multnomah County Public Health
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Jo Ann Lindenthal
Intended Effective Dates for this Plan	September 2020- June 2021
ESD Region	Multnomah ESD

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

[1] For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.
[2] For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the `1`1
[3] Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a government-to-government basis.

With a desire to support the diverse needs of students, families and employees at MLA, equity has been our main focus. All families within MLA have been surveyed regarding the challenges and successes related to Distance Learning for All and their preferences and comfort level for both in-person and distance learning for the 2020-2021 school year. This information along with data related to student engagement and success will be used to identify focal communities of students in need of targeted support.

Our staff is dedicated to placing our focal communities at the center of our planning for the 2020-21 school year. Across our grades, our focal students will have preference to in-person learning. Students with disabilities, emerging bilingual students and those identified as "at-risk" will have access to 4 days a week in-person learning. Remaining students will have access to a hybrid model of in-person and distance learning with full time distance learning being available for students at the request of families.

Among students in the MLA K-8 school,

Free Lunch

- **Free Lunch**
- E: 27.78%
- M: 24.63%
- K-8: 26.25%
- **Reduced Lunch**
- E: 4.86%
- M:8.82%
- Total: 6.79%
- **Combined:**
- E: 32.64%
- M: 33.46%
- Total:33.04%
- **Students of Color (all students whose race/ethnicity is NOT white only):**
- E: 106/287 = 36.9%
- M: 47/269 = 17.4%
- K-8: 153/556 = 27.5%
- **SpED (includes Speech & OT):**
- E: 50/287 = 17.4%
- M: 37/269 = 13.7%
- K-8: 87/556 = 15.6%
- **504:**
- E: 16/287 = .055%
- M: 26/269 = .096%
- K-8: 42/556 = .075%
- **Emerging ELL (only students with an "E" code):**
- E: 18/287 = .062%
- M: 11/269 = .040%
- K-8: 29/556 = .052%

3. Indicate which instructional model will be used.

Select One:

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

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and submit online. (https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.
Based on the current county metrics and the Governor's order, MLA will begin the school year with Comprehensive Distance Learning. Parents and staff also feel as if attempting to return for short periods of time may increase the risk of infection for our students, staff and families, it also will distract from learning that could be taking place through quality remote instruction.

[Complete after June 30, 2020 when Comprehensive Distance Learning Guidance is released by ODE.] Describe how your school's model aligns to the Comprehensive Distance Learning Guidance.
See MLA K-8's Comprehensive Distance Learning blueprint

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.
As county metrics indicate that it is safe to return to school, we will begin to prioritize in-person learning for our youngest students, students with IEPs, 504s, limited home support, English Language Learners and other students identified as requiring in-person instruction for equity and access. MLA will implement a phased approach to bringing students back to in-person learning according to health and safety standards, feedback from our stakeholders and continuity of learning outcomes.

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Implement measures to limit the spreads of COVID-19 within the school setting. ☐ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. ☐ Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. ☐ Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. ☐ Process and procedures 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. ☐ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. ☐ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. ☐ Process to report to the LPHA any cluster of any illness among staff or students. ☐ Protocol to cooperate with the LPHA recommendations and provide all logs and information 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. • 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	☐ Communicable Disease Management Plan with COVID specific guidance will include: • Protocol for daily symptom check to be done at home to determine if a student should attend school. • Protocol for entry screening students and staff for symptoms (see section 1f of the ***Ready Schools, Safe Learners*** guidance). • Protocol to screen for health room symptom screening. • Protocol to isolate any ill or exposed persons from physical contact with others. Individual building plans include the specific location of the isolation space. • System for maintaining daily logs for symptom surveillance. • System for cohort tracking of itinerant staff • 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. • Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of ☐ Building level Social Distancing Coordinator designated- To establish, implement, and enforce physical distancing requirements. Individual building plans specify the person(s) performing this role. ☐ MOU in place with Multnomah County Public Health which establishes a communicable disease school communication protocol, including: • Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the KCPH as needed. • Protocol to cooperate with the MCPH recommendations and provide all logs and information in a timely manner. • Procedures for notifying MCPH of confirmed COVID cases, • Process to report to MCPH any cluster of any illness among staff or students. • Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the ***Ready Schools, Safe Learners*** guidance). • Protocol to respond to potential outbreaks (see section 3 of the ***Ready Schools, Safe Learners*** guidance).

OHA/ODE Requirements	Hybrid/Onsite Plan
• All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student ☐ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. ☐ Process to ensure that 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. ☐ Protocol to respond to potential outbreaks (see section 3 of the ***Ready Schools, Safe Learners*** guidance).	• Process to ensure that the school reports to and consults with the MCPH regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19. ☐ Comprehensive plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. (Refer to 2J) In collaboration with MLA's head of maintenance, custodians and admin (communicate to staff). • Staff will comprehensively clean and disinfect classroom spaces between cohorts, including furniture and classroom tools • Custodial staff comprehensively clean and disinfect common areas between cohorts. Custodial staff will use disinfectant fogger as directed by the head of maintenance. • Custodial staff comprehensively clean and disinfect common areas after the last cohort of each day. • District maintenance and Health professionals to develop a cleaning checklist for classroom teachers to utilize to ensure all areas are disinfected ☐ Trainings for staff to implement sections 1-3 of the ***Ready Schools, Safe Learners*** plan will be delivered before the start of the school year. ☐ Create a communication map tool ☐ The Klamath Falls CIty School District also follows School Board **District Policies** Communicable Disease GBEB Infection Control JHCCC/EBEAA/GBEBC Student Health Services JHC Bloodborne Pathogens GBEBAA/JHCCBA/EBBAB Emergency Procedures and Disaster Plan EBC/EBCA Communicable Diseases JHCC/GBEB-AR

Commented [SF1]: Need to attach MLA plan

Commented [SF2]: Need Coordinating Reynolds policies

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. **Medically Fragile, Complex and Nursing-Dependent Student Requirements** ☐ All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services: 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. ☐ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with	☐ Students • Trained staff will provide case management/care planning for students with chronic medical conditions which could repent with symptoms of covid (Asthmatics: Coughing, Crones/IBS/Lactose intolerance: diarrhea, Allergies :runny nose) to ensure they are not excluded unnecessarily and disproportionately. • Trained staff will coordinate with families/LPHA/Medical providers to determine return to school status and current needs of each student. • All students identified as vulnerable, either by a physician, or parent/guardian notification, will be enrolled in online instruction with bi-weekly check-ins. • Students who experience disability will continue to receive specially designed instruction. • Students with language services will continue to receive English Language Development. ☐ Visitors/Volunteers • Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to

OHA/ODE Requirements	Hybrid/Onsite Plan
interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law: • Communicate with parents and health care providers to determine return to school status and current needs of the student. • Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. • Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. • The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. • Service provision should consider health and safety as well as legal standards. • Work with an interdisciplinary team to meet requirements of ADA and FAPE. • High-risk individuals may meet criteria for exclusion during a local health crisis. • Refer to updated state and national guidance and resources such as: ○ US Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020. ○ ODE guidance updates for Special Education. Example from March 11, 2020. ○ OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education'. ○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.	essential personnel only (including DHS, law enforcement, and delivery personnel). • Visitors to the school will use the entry buzzer system. Visitor's questions will be answered via the intercom system and families will wait outside of the building for their child if they are at a school to pick up their child. Parents and visitors will not be in the building. • Essential visitors to the school will be required to wear masks and wash hands or use hand sanitizer immediately upon entry to the school. Essential visitors will also be visually screened for illness. • All school activities involving families and visitors will occur virtually. School will communicate this to families verbally and in written form. • All deliveries from USPS, UPS, etc will be dropped inside the front doors and Office notified via intercom that delivery has been made.

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. ☐ Support physical distancing in all daily activities and instruction, striving to maintain at least six feet between individuals. ☐ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. ☐ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). ☐ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.	All classrooms/teaching spaces (including communal spaces, if they are used) will be evaluated to determine how many people can be accommodated allowing 35 square feet of usable space. Signage stating room capacity will be visible. This also applies for professional development and staff gatherings. **Overall**: • Remove extra furniture to make more room • Remove fabric-covered furniture • Assign seating to maximize physical distancing and minimize physical interaction. professional development and staff gatherings. • Establish cohorts to not exceed room capacity.

OHA/ODE Requirements	Hybrid/Onsite Plan

Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.	• Class will be situated to support physical distancing, as classroom space allows, with one teacher and one support staff person responsible for overall instruction for all grade levels in that class.
	• Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings
	• Remove extra furniture to allow seating capacity for only the allowable number of people in each classroom.
	• Assign seating to maximize physical distancing and minimize physical interaction. Label individual work spaces and chairs.
	• Where people will need to be in line, use floor markings to demonstrate where people should stand.
	• Mark travel lanes in hallways (see 2d).
	• A monitor will be appointed in each building to monitor compliance (through re-teaching, not discipline) with social distancing and support the process of maintaining contact-tracing logs. Individual building plans will specify the person(s) performing this roll.
	• Schedule modifications to limit the number of students in the building (cohorting)
	• Stagger use of community spaces (cafeteria, gymnasium, playground).
	  ○ Staggered arrival/departure times will minimize the number of students at entrances and allow for supervision while students are physically distanced. Individual building plans will specify these plans.
	
	Elementary:
	• Follow overall recommendations.
	• Design cohorting model to facilitate compliance with physical distancing requirements (Individual building plans will specify cohorting plan in 1d).
	  ○ Each classroom will be a cohort which will be tracked with attendance through Synergy and a digital itinerant staff log.
	  ○ Each class will be split into groups to support physical distancing, as classroom space allows, with one teacher per class responsible for overall instruction for all groups in that class.
	  ○ Music: Schedule rotations into classrooms for music instruction. Music education will be offered, but choir and band will not be available. Theory, rhythms, and non-choral instruction will be the main focus of instruction unless masks can be utilized by students when instruction is inside, choral activities outside will allow for 12 foot spacing. Curriculum will be designed according to CDC guidelines in order to reduce droplet spread.
	  ○ PE Instruction: When it is offered, PE classes will be scheduled in the gymnasium, outside, or in classrooms with cohort groups; provide enough time for cleaning and sanitization between groups if using common spaces. Teachers will receive guidance on how to safely monitor movement breaks in the classroom.
	☐ **Middle School:**
	• Follow overall recommendations.
	• All rooms have been measured. Students will be placed in each room based on the required 35 square feet per student.
	• Where feasible, establish stable cohorts: stable cohort groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff.

Commented [SF3]: How will we track?

OHA/ODE Requirements	Hybrid/Onsite Plan
	• Students will be assigned to their own desk and expected to receive instruction and do their learning from that area. Due to keeping social distancing, collaborative work will be done through whole group instruction. Collaboration may also occur through shared docs. Where space allows, students may work on the same project in pairs or triads. • Choir activities limited or conducted outside with at least 12 feet between students. **Additional Considerations:** Special education services will be planned and provided by Case Manager in collaboration. Most SDI will be provided in co-taught lessons with special education and general education staff. Review itinerant staff services to maintain physical distancing. If physical distancing cannot be maintained with direct services, the IEP team will convene to determine appropriate next steps. Itinerant Speech/Language Pathologist: one space in music room designated for speech and language cohort groups. SLP provided faceshield or plexiglass partition. Music teacher: schedule rotations into classrooms for music instruction. Limit use of all band instruments with cleaning between cohorts. Choir activities limited or conducted outside with at least 12 feet between students. PE Instruction: schedule PE classes in the MPR, outside, or in classrooms with cohort groups; provide enough time for cleaning and sanitization between groups if using common spaces.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☐ Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the ***Ready Schools, Safe Learners*** guidance). ☐ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. ☐ Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. ☐ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers. ☐ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	Below are identified stable cohorts to ensure capability for contact tracing. **Transportation Cohort** • This is a stable group of students each day. • Stable groups can be varied by AM/PM routes. • Updated contact-tracing logs are required for each run of a route. **Special Education, ELD, Speech and Language Cohort s** These will be stable groups maintained as much as possible. Collaboration and push-in models will be utilized where possible. Note: in the event the stable cohort is changed, the instructor will need to update the contact-tracing log.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Develop a letter or communication to staff to be shared at the start of on-site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. • Consider sharing school protocols themselves. ☐ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. • Consult with your LPHA on what meets the definition of "close contact." ☐ Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. ☐ Provide all information in languages and formats accessible to the school community.	A letter outlining the instructional model, the rationale and vision behind it and specific infection control measures will be shared with all families in their native language through print and electronically when available. (see communicable disease plan) Additional communication regarding protocols will be shared with families and staff in August prior to the start of on-site instruction. Updated communication will be shared with families at least monthly or as updated information is available throughout the school year. 3) Algorithms for a. Family decisions about sending students to school. b. Daily self-screening by staff c. Entrance screening by non-medical staff of students upon arrival to school. d. Screening of symptomatic students in the health room. e. Isolation and exclusion decisions on students sent to the health room f. Communication with the LPHA related to an outbreak. 5) Communication to the community about outbreak management as per "Planning and Responding to COVID-19 Scenarios in Schools." a. school closure and re-opening

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms. COVID-19 symptoms are as follows: • Primary symptoms of concern: cough, fever or chills, shortness of breath, or difficulty breathing. • Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19, but are not enough in isolation to deny entry. More information about COVID-19 symptoms is available from CDC. • In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. • Emergency signs that require immediate medical attention: ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face ○ Other severe symptoms ☐ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. • Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the ***Ready***	**Arrival and Entry Elementary** • Each student will be assigned an entrance point (i.e., a specific door/gate) to the school building. • They will go directly to their cohort through their assigned entry door/gate. • Staff will be present at each entry point to visually screen students for symptoms. • Breakfast in the classroom starts at 7:30 AM and goes until 7:50 AM. Students must wash hands or use a sanitizing station before breakfast. **Screening Students Upon Entry** • Staff will be assigned to each entry door to visually screen. • All classes with outside doors will utilize this entrance; the classroom teacher will conduct a visual screen for the appearance of symptoms. • When the screening indicates that a student may be symptomatic, the student is directed to the office. *Follow established protocol from CDP (see section 1a). • Handwashing stations or hand-sanitizers will be placed by each entrance prior to student entrance to classes, or students will utilize classroom stations to wash hands. • There are transportation specific screening protocols that must be followed. See section 2i for more information. **Logging for Contact Tracing**

OHA/ODE Requirements	Hybrid/Onsite Plan
Schools, Safe Learners guidance) and sent home as soon as possible. • They must remain home until 72 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. ☐ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days. ☐ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. ☐ Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	• Staff assigned to each entry door will need to maintain contact tracing logs with information about each student who entered and other students with whom they came in contact during entry. **Screening Staff:** • Staff are required to report when they may have been exposed to COVID-19. • Staff are required to report when they have symptoms related to COVID-19. Staff members are not responsible for screening other staff members for symptoms. **Ongoing:** Weekly note: Reminders to parents to report actual symptoms when calling students in sick as part of communicable disease surveillance. Any student or staff known to have been exposed (e.g., by a household member) to COVID-19 shall not be allowed on campus until the passage of 14 calendar days after exposure and until symptoms (e.g., fever, cough, shortness of breath, sore throat, headache) are improving. ***Do not exclude staff or students who have a cough that is not a new onset or worsening cough (e.g., asthma, allergies, etc.) from school.*** Parents/guardians can provide information regarding existing conditions that cause coughing to be utilized for the purpose of screening, as previously existing coughs that are not worsening are not considered symptomatic of COVID-19.

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Restrict non-essential visitors. Only allow visitors if six feet of physical distance between all people can be maintained. ☐ Visitors must wash or sanitize their hands upon entry and exit. ☐ Visitors must wear face coverings in accordance with local public health authority and CDC guidelines. ☐ Screen all visitors for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.	☐ Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only (including DHS, law enforcement, and delivery personnel). • Visitors to the school will use the entry buzzer system. Visitor's questions will be answered via the intercom system and families will wait outside of the building for their child if they are at a school to pick up their child. Parents and visitors will not be in the building. • Essential visitors to the school will be required to wear masks and wash hands or use hand sanitizer immediately upon entry to the school. Essential visitors will also be visually screened for illness. • All school activities involving families and visitors will occur virtually. • Schools will communicate this to families verbally and in written form. All deliveries, USPS, UPS, FedEx, etc are all deemed essential visitors. All deliveries will be left at the office door and will be communicated to the office staff via intercom. No in person contact will be necessary unless a signature is required.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices. ☐ Face shields or clear plastic barriers for: • Speech Language Pathologists, Speech Language Pathology Assistants, or other adults providing articulation therapy. ○ Front office staff. ☐ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role. ☐ **Students who choose not to wear face coverings must be provided access to instruction.** ☐ **ADA accommodations:** If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure. ☐ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should 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 should 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. ● 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. Placement determinations cannot be made due solely to the inability to wear a face covering. 3. Plans should include updates to accommodations and modifications to support students. ● Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families	☐ Buildings will follow all aspects of the required face covering/face shields/clear plastic barriers guidance. ● All adults will wear a face covering; Individuals may remove their face coverings while working alone in private offices. ● All students* in grades Kindergarten and up will wear face coverings. ☐ Plans will be in place to supportively, consistently manage the situation if a student removes a face covering or demonstrates a need to remove the face covering for a short-period of time. These could include ■ Provide additional instructional supports to effectively wear a face covering. ■ Provide a space away for the student to take a brief sensory break. ■ Provide adequate support to re-engage in safely wearing a face covering. ☐ Additional instruction will be provided to staff and students to effectively, safely wear a face covering. ☐ School RN's, health aides, or other medical personnel will wear medical grade masks when providing direct contact care and monitoring of staff/students displaying symptoms. They should also wear appropriate Personal Protective Equipment (PPE) for their role. **First, try to non-judgmentally support compliance, as this is the safest option.** ● ☐ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should 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 that may meet the needs of a student (there may be a role for face shields if face coverings are impossible) ● Spacing student away from peers if/while the face covering is removed (students should 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; **Protections under the ADA or IDEA** **If a student cannot/will not comply:** 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. ☐ **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:

OHA/ODE Requirements	Hybrid/Onsite Plan
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. o 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, o 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 should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure	• Review the 504/IEP to ensure access to instruction in a manner comparable to what was original established in the student's plan <u>including on-site instruction with accommodations or adjustments.</u> • Placement determinations cannot be made due solely to the inability to wear a face covering. • Plans should include updates to accommodations and modifications to support students. ☐ For students who **abstain** from wearing a face covering, or students whose families determine the student <u>will not</u> wear a face covering, and team determines that the <u>disability is not prohibiting the student from</u> meeting the requirement the school or district must: • Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan. • 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. • 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 <u>may be evidence of the need for an evaluation</u> 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 should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure. *Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.

1i. ISOLATION MEASURES

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Protocols for surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day. ☐ Protocols for assessment of students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. • 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.	Each individual building has identified an isolation space. Individual building plans will specify the location of their specific isolation space. ☐ Schools will follow established health room screening and Isolation Room Procedure. ☐ Each school principal (or designee) will connect weekly with the COVID Response Coordinator and Building Nurse on updates for plan and isolation measures taken to that point. ☐ All students who become ill at school will remain at school supervised by staff until parents can pick them up in the designated isolation area. ☐ Student will be provided a facial covering (if they can safely wear one). ☐ Staff should wear a facial covering and maintain physical distancing, but never leave a child unattended.

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. • School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space, and hands washed after removing PPE. • If able to do so safely, a symptomatic individual should wear a face covering. • To reduce fear, anxiety, or shame related to isolation, provide clear explanation of procedures, including use of PPE and handwashing. ☐ 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. • Symptomatic staff or students should seek COVID-19 testing from their regular physician or through the local public health authority. • If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. ○ Alternatively, a person who had a positive viral test may return to school when they have received two subsequent negative COVID-19 viral tests at least 24 hours apart and 72 hours have passed since fever is gone, without use of fever reducing medicine, and other symptoms are improving • If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If they do not undergo COVID-19 testing, the person should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. ☐ 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.	☐ While exercising caution to maintain safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family. ☐ Isolation space should not create a stigma. ☐ Isolation space should have a negative air flow. ☐ Staff will maintain student confidentiality as appropriate. ☐ Daily logs must be maintained containing the following: ○ Name of students sent home for illness, cause of illness, time of onset; and ○ Name of students visiting the office for illness symptoms, even if not sent home. ☐ Decisions about the return to school by staff and students with illness or exposure to positive or presumptive COVID will be guided by the table in *"Planning for COVID-19 Scenarios in Schools."* ☐ Sick students will not be transported in personal staff vehicles

2. Facilities and School Operations

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

2a. ENROLLMENT

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ 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 should 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. ☐	● All students will be enrolled following the Oregon Department of Education guidelines. ● No student will be dropped for non-attendance if they meet the following conditions: ○ Are identified as vulnerable, or otherwise considered to be part of a population vulnerable to infection with COVID-19 ○ Have COVID-19 symptoms for the past 14 days

2b. ATTENDANCE

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ ☐ Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). ☐ ☐ Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). ☐ Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present. ☐ Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance. ☐ Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.	☐ Attendance will be taken daily for every 24-hour period following ODE guidance. ☐ Attendance policies and plans will encourage staff and students to stay home if someone in their house is sick. ☐ Secretaries will notify the principal and the COVID Response Coordinator when the absence rate has increased by 15 % or more For students attending the hybrid model, daily attendance is still required. In-person school attendance and synchronous or asynchronous remote instruction and check ins. Remote attendance will be counted as present through at least one other method of two-way communication, including: ● Live Google Classroom sessions ● Assignment submission ● Email communication ● Phone communication ● Shared Google Doc Teachers will notify the principal when the absence rate has increased by 20% or more.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Update procedures for district-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.	Clean and sanitize each device brought in for updates, repair, return, inventory, or redistribution. ☐ Continue Google Classroom to facilitate continuous learning experiences that occur on-site and in a distance learning setting (off-site); include options for digital learning and provision for non-digital distance learning where internet and computers will not be available. ☐ Update family survey: collect information about the numbers, types, and condition of devices used in their homes to support remote learning. ☐ Share the list of all the software and student-facing technology solutions with families. ☐ Plan for adequate technology at home for off-site working, teaching, and learning. ☐ Review technology policies and data privacy policies and update if needed. ☐ Establish a family and educator technical support/help desk to support the use of technology (could be supported by designated staff, student leaders, and volunteers).

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ **Handwashing:** All people on campus should be advised and encouraged to wash their hands frequently. ☐ **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.	● **Handwashing:** All students will have access to hand washing prior to breakfast and lunch. Frequent opportunities for hand washing will be provided throughout the school day. Hand washing will be supplemented with the use of hand sanitizer. ● **Equipment:** Includes materials such as school supplies (scissor, glue sticks), PE and recess equipment, science lab supplies, music instruments. ○ Sharing of supplies will be restricted whenever possible.

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ **Personal Property**: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.	○ All shared equipment will be cleaned • **Safety Drills:** Safety drills at the start of the school year will be scheduled for both cohorts of students to participate: ■ Evacuation drill ■ Lockdown drill ■ Earthquake drill • **Events:** Off-site field trips and events requiring visitors or volunteers have been canceled. In school events will be modified to follow cohorting and physical distancing guidance. Use of the building by outside groups will be by permission only • **Transitions/Hallways:** Hallways will include one-way traffic markings to reduce contact. Transitions by grade-level cohort groups will be staggered to reduce contact. Student cohorts will remain in the classroom with adult transitions when possible. Cohort classrooms will be assigned by building area/level to allow access to a single bathroom, drinking fountain and hand washing • **Classroom line-up:** Visual markers will be used around doorways and inside classrooms to support physical distancing during transitions • **Restrooms:** Restrooms assigned based on cohort rooms. Visual reminders will be used in all restrooms to encourage hygienic practices including: ● Handwashing techniques ● Covering coughs/sneezes ● Social distancing ● Facial coverings ● Covid-19 symptoms • **Personal Property**: Students will not use lockers to store personal property. All personal property brought to school will be carried by the student throughout the school day in their backpack/bag. Personal property must be labeled with a student name and will only be used by the student. Each classroom will have a limit on the number of personal items brought in to school. A full list will be sent home prior to class starting with allowable items (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and not shared with other students.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☒ Create schedule(s) and communicate staggered arrival and/or dismissal times.	☐ Students will have staggered drop-off and pick-up times by cohort and grade level (Individual building plans will outline specific details) ○For families with multiple children in different cohorts, outdoor spaces will be utilized to maintain cohort groups and ensure student supervision.

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ 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.	☐ Cohort tracking for students who arrive late or leave early will be done through the attendance system at the front office. ☐ Handwashing stations or hand sanitizer dispensers will be placed near all entry doors and other high-traffic areas. ☐ Share with families the need to keep drop-off/pick-up interactions as brief as possible. ○ Parents stay in cars ○ For early pick-up parents call office and secretaries sign student out electronically ☐ Mark specific areas and designate one-way traffic flow for transitions of traffic for vehicles and on-foot ☐ Students who arrive to school late will check in at the office, receive their meal, be visually screened by the office staff, and walk directly to their assigned classroom. Someone from the office will notify the child's teacher to let them know they have been cleared to come to class.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ **Seating:** Rearrange student desks and other seat spaces to at least six feet apart; 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 through signage and regular reminders from staff of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of and hands washed or sanitized immediately. • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	• **Seating:** Rearrange student desks and tables to at least six feet apart; assign seating so students are in the same seat at all times. Each class and hallway will have visual aids (e.g., painter's tape, stickers, etc.) to illustrate traffic flow, appropriate spacing, assigned seating areas. **Materials:** Each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.). If needed to share, these items will be cleaned frequently. Hand sanitizer and tissues will be available for use by students and staff. Teachers will develop systems where materials will not be shared between cohort groups. Materials will be cleaned and disinfected between cohort groups • **Handwashing:** Post age appropriate signage and provide regular reminders for hand washing.

2g. PLAYGROUNDS, FIELDS, RECESS, AND BREAKS

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). ☐ Students must wash hands before and after using playground equipment. ☐ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect between sessions and between each group's use. ☐ Cleaning requirements must be maintained (see section 2j of the ***Ready Schools, Safe Learners*** guidance). ☐ Maintain physical distancing requirements, stable cohorts, and square footage requirements. ☐ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). ☐ Design recess activities that allow for physical distancing and maintenance of stable cohorts. ☐ Clean all outdoor equipment between cohorts. Limit staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults	• Students will access outside areas during planned break times. No outdoor equipment will be used. • Recess activities will be designed to support cohorting and social distancing. • Students will wash their hands or use hand sanitizer before returning to the building. • classes may use the playground for recess on a staggered scheduled throughout the school day. • All playground equipment will be disinfected daily and in between each cohort group. • Students must wash hands before and after using playground equipment. • Until the playground is open, classes may use open/outdoor spaces • Cleaning requirements must be maintained; refer to section 3j. • Recess activities will be planned to support physical distancing and maintain stable cohorts. This can include limiting the number of students on one piece of equipment, at one game, etc. • Given the lessened capacity for equipment use due to cohorting and physical distancing requirements, teachers will need to set

OHA/ODE Requirements	Hybrid/Onsite Plan
	expectations for shared use of equipment by students and may need to support students with schedules for when specific equipment can be used.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ 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 shields or face covering (see section 1h of the **Ready Schools, Safe Learners** guidance). ☐ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should 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, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.	• Staff serving meals will wear face coverings • Students will pick up food in the cafeteria and return to their classrooms to eat. Physical distancing requirements must be maintained in transit. If a classroom is unable to travel to the cafeteria, cafeteria staff will deliver meals to that classroom. • All meals will be eaten in the classroom. • All students must wash hands prior to meals and should be encouraged to do so after eating. If possible, students will wash hands in the classroom. If not, follow hallway and restroom procedures above. • Students will not share utensils or other items during meals. • Each table/desk will be cleaned prior to meals being consumed. • Care will be taken to maintain the safety of students with life-threatening food allergies when food is consumed in the classroom. • Students will be given meals for those days/hours when they are not scheduled to be in buildings. ☐ Meal items will be cleaned daily. • Students who are late to school will have their meal provided to them when they check in to the office Serve breakfast and lunch in classrooms and eat with cohort groups. • All students must wash hands prior to meals. If possible, students will wash hands in the classroom. If not, follow hallway and restroom procedures above. • Physical distancing requirements must be maintained in transit. If a classroom is unable to travel to the cafeteria, cafeteria staff will deliver meals to that classroom. • Students will not share utensils or other items during meals. • Each table/desk will be cleaned prior to meals being consumed. • Staff rooms, common staff lunch areas, elevators, and work spaces will be limited to single usage at a time

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Include transportation departments (and associated contracted providers, if used) in planning for return to service. ☐ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the ***Ready Schools, Safe Learners*** guidance). ☐ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should be done at the time of arrival and departure. • If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student.	All bus drivers will keep daily student logs (See Section 1a) ○ The School Nurse will support the training for bus drivers to maintain logs. All drivers will wear face shields or the equivalent. Busses will be cleaned and wiped down between each route daily. If a student displays symptoms, provide a face shield or face covering and keep the student at least 6 feet away from others. Continue transporting the student. ○ 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. School team will consult with families of students who will need additional support on the bus. (This may include an additional staff member riding the bus with students).

OHA/ODE Requirements	Hybrid/Onsite Plan
○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. ○ If arriving at school, notify staff to begin isolation measures. ☐ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. ☐ Drivers wear face shields or face coverings. ☐ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings). Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the ***Ready Schools, Safe Learners*** guidance to transportation settings.	Reynolds School District protocols and policies will be followed. MLA contracts with the district for transportation services.

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings, restrooms, and playgrounds. ☐ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ☐ Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. Do not use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. For example, do not use fans if doors and windows are closed and the fans are recirculating the classroom air. ☐ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. ☐ Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces). ☐ Air circulation and filtration are helpful factors in reducing airborne viruses. Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance).	● All frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) will be cleaned between uses at least 3 times per day. ● Ventilation systems will be checked and maintained monthly by maintenance staff. ● All frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) will be cleaned between uses at least 3 times per day. ● Door handles, desks, and tables will be cleaned between cohort groups. ● Ventilation systems will be checked and maintained monthly by maintenance staff.

2k. HEALTH SERVCIES

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ OAR 581-022-2220 Health Services, requires districts to "maintain a prevention-oriented health services program for all students" including space to isolate sick students and services for students with special health care needs.	● Each school will provide age appropriate hand hygiene and respiratory etiquette education to endorse prevention. This includes website, newsletter and signage in the school setting for health promotion.

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	● Schools will practice appropriate communicable disease isolation and exclusion measures. ● Staff will participate in required health services related training to maintain health services practices in the school setting. ● COVID-19 specific infection control practices for staff and students will be communicated. ● Review of 504 and IEP accommodations and IHP's will be advised to address vulnerable populations. ● Immunization processes will be addressed as per routine timeline, which prioritizes the beginning of the year and new students. Information for immunization clinics will be provided to families. ● Continuity of existing health management issues will have a plan for sustaining operations alongside COVID-19 specific planning (i.e. medication administration, diabetic care).

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

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

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan

☐ In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. ● At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. ● Fire drills must be conducted monthly. ● Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. ● Safety 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.	☐ Statutory requirements for drills remain in place with several stipulations from guidance. Building administrators will be provided with materials and training to ensure that drills are carried out appropriately.
☐ 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 should 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 should 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.	

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

OHA/ODE Requirements	Hybrid/Onsite Plan

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

☐ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.

☐ Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.

☐ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.

☐ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.

☐ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues.

☐ Plan for the impact of behavior mitigation strategies on public health and safety requirements:

- Student elopes from area
    - If staff need to intervene for student safety, staff should:
- Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention.
- Use the least restrictive interventions possible to maintain physical safety for the student and staff.
- Wash hands after a close interaction.
- Note the interaction on the appropriate contact log.
    - *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
        - Student engages in behavior that requires them to be isolated from peers and results in a room clear.
    - If students leave the classroom:
        - Preplan for a clean and safe alternative space that maintains physical safety for the student and staff
        - Ensure physical distancing and separation occur, to the maximum extent possible.
        - Use the least restrictive interventions possible to maintain physical safety for the student and staff.
        - Wash hands after a close interaction.
        - Note the interaction on the appropriate contact log.
    - *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
        - Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or

☐ Educators will comply with these requirements using the components of Collaborative Problem Solving (or a similar framework) in a trauma informed manner to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills.

☐ Materials and training will support implementation of this planning.

seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior).

- If staff need to intervene for student safety, staff should:
  - Maintain student dignity throughout and following the incident.
  - Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention.
  - Use the least restrictive interventions possible to maintain physical safety for the student and staff ● Wash hands after a close interaction.
  - Note the interaction on the appropriate contact log.
- *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.

☐ Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.

Protective Physical Intervention

☐ Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the ***Ready Schools, Safe Learners*** guidance: Cleaning, Disinfection, and Ventilation).

3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Review the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☐ ☐ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. ☐ Review the "*Planning for COVID-19 Scenarios in Schools*" toolkit.	● Coordinate Communication with the Local Public Health Authority. ● If the region impacted is in Clackamas County the Local Health Department (LHD) will provide school-centered communication and will potentially host conference calls. ● When cases are identified in the local region a response team should be assembled within the district and responsibilities assigned within the school district. ● Identify baseline absentee rates to determine if rates have increased by 20% or more. ● Temporarily dismiss students attending childcare facilities, K12 schools. ● Modify, postpone, or cancel large school events as coordinated with LHD. ● Work with LHD to establish timely communication with staff and families.

OHA/ODE Requirements	Hybrid/Onsite Plan
	When novel viruses are identified in the school setting, and the incidence is low, the local health department will provide a direct report to the district nurse on the diagnosed case. Likewise, the LHD will impose restrictions on contacts. Establish a specific emergency response framework with key stakeholders. If school closure is advised by the local public health department, consultation should occur between legal, union and district administration to ensure processes are consistent with legal preparedness processes

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Review and utilize the "*Planning for COVID-19 Scenarios in School* ☐ Ensure continuous services and implement Comprehensive Distance Learning. ☐ Continue to provide meals for students.	● Follow the Communicable Disease School Communications Guide and Planning for COVID-19 Scenarios in School ● Identify baseline absentee rates to determine if the rates have increased by 15%. ● Temporarily dismiss students attending childcare facilities and k12 schools. ● Modify, postpone, or cancel large school events as coordinated with LPHA. ● Work with LPHA to establish timely communication with staff and families. ● When novel viruses are identified in the school setting, and the incidence is low, the LPHA will provide a direct report to the district nurse on the diagnosed case. Likewise the LPHA will impose restrictions on contacts

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ ☐ Review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit. ☐ Clean, sanitize, and disinfect surfaces (e.g., playground equipment, 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. ☐	Hybrid/Onsite Plan ● If school closure is advised by the local public health department, consultation should occur between legal, union and district administration to ensure processes are consistent with legal preparedness processes. ● Plan instructional models that support all learners in comprehensive distance learning. ● Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms and playgrounds.

ASSURANCES

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

☐ We affirm that our school plan has met the requirements from ODE guidance for sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance.

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

4. Equity

- Review and apply school's equity stance, principles, and/or commitment.

Recommended

⇨ Secure partners and resources to respond to the basic needs of students and families (e.g., food, shelter, clothing, mental/social/emotional health supports) and the needs of students and families to access online learning (e.g., digital devices, hot spots, technology support).

⇨ Apply an equity lens and assess the impact of the spring 2020 school closure on students and families through community forums, surveys, conversations, virtual home visits, formal and informal assessments, and any other relevant sources of information.

⇨ Provide differentiated learning opportunities for students who had limited or no access to instruction during the spring 2020 school closure. This may look like assigning a learning mentor or coach, additional check-ins, supplemental learning supports, and instructional support for emergent bilingual students.

⇨ Strategically pair educators who infuse culturally responsive and sustaining practices with students who will benefit most from instruction that centers student identity, builds intellectual capacity, and develops academic mindsets.

⇨ Mitigate risks for immigrant students and families who may be undocumented. For example, for any protocol requiring student identification, consider using secure student school IDs in lieu of student names. Where possible, have trusted community members help in the first weeks of school to greet families at the door and demonstrate how the protocol and contact tracing work, including discussing the specific information gathered.

Communities and families are strong and resilient while facing intense adversity. Recognizing, centering, and supporting their strengths and gifts is best practice.

Recommended

⇨ Hold students at the center: Start every meeting by sharing a student name (where appropriate confidentiality can be maintained) or a story of a student who will be held at the forefront as decision making occurs. Who are the students who did not engage in spring 2020 distance learning? Are there students who have lost a family member? Name the barriers to engagement in school that the student may be experiencing due to COVID-19.

⇨ Facilitate processes like empathy interviews with students, families, and community to better understand their experiences with the spring 2020 school closure and COVID-19, and amplify their gifts, stories, and experiences. ⇨ Provide counter narratives to biased representations of race, culture, gender, abilities, and poverty. For example, use the simple protocol outlined in *Culturally Responsive Teaching and the Brain*. Challenge the narrative around COVID-19, notice and name deficit representations, and deepen the counter narrative through literature.

⇨ Implement and offer continued support for programs and affinity groups that build on student strengths (e.g., Biliteracy Seal, Title VI Indian Education Programs, and clubs such as MEChA, Black Student Unions, and LGBTQ2IA+ focused groups).

⇨ Learn more about the ways communities gathered in the past and how those rituals and traditions matter. COVID-19 has highlighted the importance of collectivism and interdependence for the collective wellbeing of communities.

5. Instruction

6. Family and Community Engagement

7. Mental, Social, and Emotional Health

8. Staffing and Personnel

Assurance Compliance and Timeline

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

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

OREGON DEPARTMENT OF EDUCATION

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OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 10/20/2020

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Reynolds School District
Key Contact Person for this Plan	Chris Greenhalgh
Phone Number of this Person	503-661-7200 ext.3701
Email Address of this Person	Cgreenhalgh@rsd7.net
Sectors and position titles of those who informed the plan	Director of Instructional Technology
Local public health office(s) or officers(s)	Multnomah County Health Department Patricia Charles-Heathers, Director 619 NW 6th Ave. Portland, OR 97209 509-988-3674 Jamie Smith, Coordinator, School Health Services Multnomah Education Service District (MESD) 11611 NE Ainsworth Circle Portland, OR 97220 503-257-1732 Cell: 541-279-3136 jsmith2@mesd.k12.or.us
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Chris Greenhalgh Debra Nicolai
Intended Effective Dates for this Plan	

[1] For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.
[2] For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.
[3] Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a government-to-government basis.

ESD Region	Multnomah Education Service District

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

Feedback from survey provided to staff
District parent survey
ODE conference calls

3. Indicate which instructional model will be used.

Select One:

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

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-19 in the initial template) and submit online. (https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

In completing this portion of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Here is a link to the overview of CDL Requirements. Please name any requirements you need ODE to review for any possible flexibility or waiver.

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.

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

0. Community Health Metrics

METRICS FOR ON-SITE OR HYBRID INSTRUCTION

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

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

- ☐ The school currently meets the exceptions required to provide in-person person education for students in grades K-3 (see section 0d(1) of the ***Ready Schools, Safe Learners*** guidance).
- ☐ The school currently meets the exceptions required to provide limited in-person instruction for specific groups of students (see section 0d(2) of the ***Ready Schools, Safe Learners*** guidance).
- ☐ The school currently meets the exceptions required for remote or rural schools in larger population counties to provide in-person instruction (see section 0d(3) of the ***Ready Schools, Safe Learners*** guidance).
- ☐ The school currently meets the exceptions required for smaller population counties to provide in-person instruction (see section 0d(4) of the ***Ready Schools, Safe Learners*** guidance).
- ☐ The school currently meets the exceptions required for schools in low population density counties (see section 0d(5) of the ***Ready Schools, Safe Learners*** guidance).
- ☐ The school currently meets the exceptions required for small districts to provide in-person instruction (see section 0d(6) of the ***Ready Schools, Safe Learners*** guidance).

1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Implement measures to limit the spread of COVID-19 within the school setting. ☒ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. ☒ Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. ☒ Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. ☒ Process and procedures established to train all staff in sections 1 - 3 of the ***Ready Schools, Safe Learners*** guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. ☒ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. ☒ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. ☒ Process to report to the LPHA any cluster of any illness among staff or students. ☒ Protocol to cooperate with the LPHA recommendations. ☒ Provide all logs and information to the LPHA in a timely manner. ☒ Protocol for screening students and staff for symptoms (see section 1f of the ***Ready Schools, Safe Learners*** guidance). ☒ Protocol to isolate any ill or exposed persons from physical contact with others. ☒ 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.	THE PDC DOES NOT SERVE STUDENTS. Communicable Plan: The PDC follows the MESD Communicable Disease Management Plan provided by MESD School Nursing Services, as well as requirements noted in the Ready Schools Safe Learners Guidance Document. LPHA Staff: Heather Godsey, MESD Nurse Consultant hgodsey@mesd.k12.or.us 503-257-1709. Protocol Notify LPAH: All suspected or confirmed cases of COVID-19 or instances of COVID-19 exposure in RSD employees, students, contractors, and visitors to district sites are reported to RSD through a COVID-19 Case Online Reporting Form to ensure that precautionary steps can be taken to prevent the spread of the virus and that the MESD District Nurse Consultant coordinates appropriate notifications and recommendations with Multnomah County Health Department. Plans Disinfection: Custodial staff follow an established schedule to ensure areas used are systematically disinfected per the CDC's guidance on disinfecting public spaces. Process Report to LPBHA: All suspected or confirmed cases of COVID-19 or instances of COVID-19 exposure in RSD employees and student are reported to RSD and MESD School Nursing through a COVID-19 Case Online Reporting Form Protocol Cooperate: The MESD Nurse Consultant provides recommendations to District Operations and sites reporting possible exposure through an established COVID-19 Online Reporting Form. Provide Logs: Logs and information are reported in a timely manner through the RSD-MESD COVID-19 Case Online Reporting Form. Protocol Screening Staff: PDC has developed plans and procedures to ensure proper daily and effective screening before staff enter the building by having evaluated our physical layout, doorways and other options. Protocol Isolate: As part of its Communicable Disease Plan, PDC has identified an area to isolate any ill or exposed persons from physical contact with others. Protocol Communicate: In accordance with the Oregon School Nurses' Assocation Communicable Disease School Communication Protocol,

OHA/ODE Requirements	Hybrid/Onsite Plan
Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit. • If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the ***Ready Schools, Safe Learners*** guidance), the daily log may be maintained for the cohort. • If a student(s) is not part of a stable cohort, then an individual student log must be maintained. ☒ Required components of individual daily student/cohort logs include: • Child's name • Drop off/pick up time • Parent/guardian name and emergency contact information • All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student ☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. ☒ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site. ☒ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19. ☒ Protocol to respond to potential outbreaks (see section 3 of the ***Ready Schools, Safe Learners*** guidance).	PDC follows the recommendations of the MESD Nurse Consultant, based on her investigation of the reported case, on any required communication with/notification to staff who may be impacted by the reported potential COVID-19 case. Create System: PDC will be maintaining daily logs for each staff member for the purpose of contract tracing. The PDC has no students. Required Components of logs: PDC will ensure that staff logs will include the required components. Protocol keep daily logs: PDC will ensure that daily logs are kept and archived for contract tracing to assist the MESD Nurse Consultant as needed. Protocol Itinerant/District Staff: PDC has established a process to ensure all itinerant and all district staff are logged in and out, including areas visited and with whom they were in contact. All district staff also are required to swipe their ID badge upon entry into any building, which also provides an additional record if needed. Process Consult with LPHA: District Operations and MESD Nursing Services have developed a process for schools to report and consult, including additional cleaning and possible classroom or program closure. Potential Outbreaks: In consultation with District Operations and the MESD Nurse Consultant, PDC will utilize the "Planning for COVID-19 Scenarios in Schools" toolkit to respond to potential outbreaks, including, but not limited to, required notifications, cleaning and possible classroom or program closure. Custodial will close off affected area; provide increased ventilation of area if possible; stay out of the closed area as long as possible; disinfect closed area(s) using fogger.

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. **Medically Fragile, Complex and Nursing-Dependent Student Requirements** ☐ All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services: 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require	THE PDC DOES NOT SERVE STUDENTS.

OHA/ODE Requirements	Hybrid/Onsite Plan
immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. ☐ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law: • Communicate with parents and health care providers to determine return to school status and current needs of the student. • Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. • Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. • The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. • Service provision should consider health and safety as well as legal standards. • Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers. • Work with an interdisciplinary team to meet requirements of ADA and FAPE. • High-risk individuals may meet criteria for exclusion during a local health crisis. • Refer to updated state and national guidance and resources such as: ○ 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.	

OHA/ODE Requirements	Hybrid/Onsite Plan
○ ODE guidance updates for Special Education. Example from March 11, 2020. ○ OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education.' ○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.	

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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.	THE PDC DOES NOT SERVE STUDENTS.
☒ 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 (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).	Schedule Modifications: PDC will limit the number of staff in the building.
☐ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.	
☒ Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.	

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.	THE PDC DOES NOT SERVE STUDENTS.
☐ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure.	
☒ 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).	System Daily Logs: PDC will be maintaining daily logs for staff for the purpose of contract tracing. PDC will ensure that logs will include the required components.

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. ☒ Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. ☐ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers. ☐ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	Cleaning and disinfecting: According to the custodial daily schedule, custodians will disinfect areas when staff leave an area.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. ☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. • The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). ☒ Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. ☒ Provide all information in languages and formats accessible to the school community.	THE PDC DOES NOT SERVE STUDENTS. Communicate Start On-Site Instruction; The building administrator will provide training for staff at the start of on-site working scheduled and periodically will review the required infection control measures. Additionally, all district employees were required to complete by October 31, 2020 several modules of Safe School training on the prevention of COVID-19 in the school setting. Develop Confirmed Case: In accordance with the Oregon School Nurses' Association Communicable Disease School Communication Protocol, PDC follows the recommendations of the MESD Nurse Consultant, based on her investigation of the reported case, on any required communication with/notification to staff who may be impacted by the reported potential COVID-19 case. Develop Protocols Immediately: In consultation with District Operations and the MESD Nurse Consultant, PDC will utilize the "Planning for COVID-19 Scenarios in Schools" toolkit to respond to potential outbreaks, including, but not limited to, required notifications, cleaning and possible classroom or program closure.

1f. ENTRY AND SCREENING

☒ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows: • Primary symptoms of concern: cough, fever (*temperature* greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. • Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with	THE PDC DOES NOT SERVE ANY STUDENTS.

COVID-19. More information about COVID-19 symptoms is available from CDC. • In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. • Emergency signs that require immediate medical attention: ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face (lighter skin); greyish lips or face (darker skin) ○ Other severe symptoms ☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health. • Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the ***Ready Schools, Safe Learners*** guidance) and sent home as soon as possible. See table "*Planning for COVID-19 Scenarios in Schools.*" • Additional guidance for nurses and health staff. ☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See table "*Planning for COVID-19 Scenarios in Schools.*" ☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. ☒ 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.	Screen all staff: PDC has developed plans and procedures to ensure proper daily and effective screening before staff enter building. Follow LPHA Advice: PDC and District Operations follow the advice and recommendations of the MESD Nurse Consultant related to any COVID-19 staff report filed. Staff Chronic Cough: In consultation with District Operations and the MESD Nurse Consultant, PDC will utilize the "Planning for COVID-19 Scenarios in Schools" toolkit to address any staff who exhibit a chronic or baseline cough.

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Restrict non-essential visitors/volunteers. • Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. • Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. ☒ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See table "*Planning for COVID-19 Scenarios in Schools.*" ☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit. ☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.	All screening and log protocols will be followed by anyone entering building for mandatory district functions. All building visitors will maintain at least 6 feet distance and wear a mask.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices.	THE PDC DOES NOT SERVE STUDENTS.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings. ☐ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time: • Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;" ○ Students should not be left alone or unsupervised; ○ Designated area or chair should 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 should also wear appropriate Personal Protective Equipment (PPE) for their role. • Additional guidance for nurses and health staff. **Protections under the ADA or IDEA** ☐ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should 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 should 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. • 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. Placement determinations cannot be made due solely to the inability to wear a face covering. 3. Plans should include updates to accommodations and modifications to support students. • 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:	All building occupants will maintain at least 6 feet distance and wear a mask, unless in singly in their own private office.

OHA/ODE Requirements	Hybrid/Onsite Plan
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 should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.	

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day. ☒ Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. • Consider required physical arrangements to reduce risk of disease transmission. • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. • Additional guidance for nurses and health staff. ☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. • School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a	THE PDC DOES NOT SERVE STUDENTS. Staff exhibiting symptoms upon arrival will be directed to return home. If unable, staff will isolate in a designated isolation area until transportation can be arranged.

OHA/ODE Requirements	Hybrid/Onsite Plan
medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands should 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 should 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.	

2. Facilities and School Operations

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

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. ☐ 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.	THE PDC DOES NOT SERVE STUDENTS.

OHA/ODE Requirements	Hybrid/Onsite Plan
• 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 should reach out to offer support at least weekly until the student has resumed their education. ☐ When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.	

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). ☐ Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). ☐ Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present. ☐ Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance. ☐ Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.	THE PDC DOES NOT SERVE STUDENTS.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the ***Ready Schools, Safe Learners*** guidance).	THE PDC DOES NOT SERVE STUDENTS.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	• Staff will continue to use district supplied devices assigned and there will be no sharing of devices.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Handwashing:** All people on campus should be advised and encouraged to wash their hands frequently. ☒ **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. ☒ **Events:** Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. ☒ **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. ☒ **Personal Property**: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.	THE PDC DOES NOT SERVE STUDENTS. Equipment in need of sanitizing is identified and placed on the custodian's schedule. Equipment with multiple users per day will be sanitized by staff who have been provided with the proper disinfecting supplies. Personal Property: PDC has established policies for personal property being brought to school. Policies related to personal property and other COVID-19 prevention guidelines will be communicated with parents and students before in person learning begins.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☒ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the ***Ready Schools, Safe Learners*** guidance). ☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. • 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.	THE PDC DOES NOT SERVE STUDENTS. Create Schedule: PDC has created a schedule based on distancing guidelines and group number limits and will communicate the schedule with staff. Accurate Sign In/Sign Out: PDC has developed accurate sign-in/sign-out procedures for staff to help facilitate contract tracing. Hand sanitizer and other appropriate prevention measures will be taken during the sign-in/sign-out procedures.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Seating:** Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. ☒ **Materials:** Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. ☒ **Handwashing:** Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be	THE PDC DOES NOT SERVE STUDENTS.

OHA/ODE Requirements	Hybrid/Onsite Plan
disposed of in a garbage can, then hands washed or sanitized immediately. • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). ☐ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. ☐ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. ☐ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible 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 staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults.	THE PDC DOES NOT SERVE STUDENTS. • AM/PM Custodians: Cleaning and disinfecting will be maintained for all areas of the PDC. Disinfecting of frequently touched surfaces will be performed throughout the day and once at night.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Include meal services/nutrition staff in planning for school reentry. ☐ Prohibit self-service buffet-style meals. ☒ Prohibit sharing of food and drinks among students and/or staff. ☐ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. ☐ Staff serving meals and students interacting with staff at mealtimes must wear face shields or face covering (see section 1h of the **Ready Schools, Safe Learners** guidance). ☐ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should 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, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.	THE PDC DOES NOT SERVE STUDENTS. • Staff will sanitize any common areas used to retrieve, prepare or consume meals with the appropriate cleaners.

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Include transportation departments (and associated contracted providers, if used) in planning for return to service. ☐ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the ***Ready Schools, Safe Learners*** guidance). ☐ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should be done at the time of arrival and departure. • If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. ○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. • If arriving at school, notify staff to begin isolation measures. ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. ☐ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. ☐ Drivers wear face shields or face coverings when not actively driving and operating the bus. ☐ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings). ☐ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the ***Ready Schools, Safe Learners*** guidance to transportation settings.	THE PDC DOES NOT SERVE STUDENTS.

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. ☐ Clean and disinfect playground equipment at least daily or between use as much as possible 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 should evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical	THE PDC DOES NOT SERVE STUDENTS. • Clean and Sanitize: Cleaning and disinfecting will be maintained for all areas of the building. Disinfecting of frequently touched surfaces will be performed by staff throughout the day and the school will be disinfected at night. • BuildingHVAC systems are being maintained to ensure efficient performance and air exchange rate. Where equipment can maintain required balancing, the MERV rating of the filtration will be increased.

OHA/ODE Requirements	Hybrid/Onsite Plan
ventilation systems should, to the extent possible, increase natural ventilation by opening windows and doors before students arrive and after students leave, and while students are present. ☒ 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 should 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 should 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).	• PM Custodians: According to checklist will clean assigned areas. • Building HVAC systems are being evaluated to upgrade their performance and increase the air exchange rate and the MERV filtration rating where appropriate.

2k. HEALTH SERVICES

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

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: • Contact tracing • The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. • Quarantine of exposed staff or students • Isolation of infected staff or students • Communication and designation of where the "household" or "family unit" applies to your residents and staff ☐ Review and take into consideration CDC guidance for shared or congregate housing: • Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible • Ensure at least 64 square feet of room space per resident • Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary;	

OHA/ODE Requirements	Hybrid/Onsite Plan
• 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.	

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. • At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. • Fire drills must be conducted monthly. • Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. • Safety 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 should 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 should 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.	THE PDC DOES NOT SERVE STUDENTS. Drills will be practiced monthly by all staff.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills. ☐ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. ☐ Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize	THE PDC DOES NOT SERVE STUDENTS.

OHA/ODE Requirements	Hybrid/Onsite Plan
student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year. ☐ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors. ☐ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. ☐ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues. ☐ Plan for the impact of behavior mitigation strategies on public health and safety requirements: • Student elopes from area ○ If staff need to intervene for student safety, staff should: ● Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in behavior that requires them to be isolated from peers and results in a room clear. ○ If students leave the classroom: ● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff ● Ensure physical distancing and separation occur, to the maximum extent possible. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior). ○ If staff need to intervene for student safety, staff should: ● Maintain student dignity throughout and following the incident. ● Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log.	

OHA/ODE Requirements	Hybrid/Onsite Plan
○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. ☐ Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space. **Protective Physical Intervention** ☐ Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the ***Ready Schools, Safe Learners*** guidance: Cleaning, Disinfection, and Ventilation).	

3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☒ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	Planning for COVID-19 Scenarios: District Operations has provided the toolkit to all building and district administrators. PBC will provide training to staff on COVID-19 prevention and will review the toolkit prior to the commencement of on-site work. Coordinate with LPHA: District Operations has established communication and reporting protocols for all students and staff with MESD Nursing Services and Multnomah Department of Public Health.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☒ Ensure continuous services and implement Comprehensive Distance Learning. ☐ Continue to provide meals for students.	Planning for COVID-19 Scenarios: District Operations has provided the toolkit to all building and district administrators. PDC will provide training to staff on COVID-19 prevention and will review the toolkit prior to the commencement of on-site work.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☒ Clean, sanitize, and disinfect surfaces (e.g., playground equipment, 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.	THE PDC DOES NOT SERVE STUDENTS.

ASSURANCES

This section must be completed by any public school that is providing instruction through On-Site or Hybrid Instructional Models.
Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section unless the school is implementing the* Limited In-Person Instruction *provision under the Comprehensive Distance Learning guidance.
This section does not apply to private schools.

☐ We affirm that, in addition to meeting the requirements as outlined above, our school plan has met the collective requirements from ODE/OHA guidance related to the 2020-21 school year, including but not limited to requirements from:

- Sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance,
- The ***Comprehensive Distance Learning*** guidance,
- The ***Ensuring Equity and Access: Aligning Federal and State Requirements*** guidance, and
- ***Planning for COVID-19 Scenarios in Schools***

☐ We affirm that we cannot meet all of the collective requirements from ODE/OHA guidance related to the 2020-21 school year from:

- Sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance,
- The ***Comprehensive Distance Learning*** guidance,
- The ***Ensuring Equity and Access: Aligning Federal and State Requirements*** guidance, and
- ***Planning for COVID-19 Scenarios in Schools***

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

4. Equity

5. Instruction

6. Family, Community, Engagement

7. Mental, Social, and Emotional Health

8. Staffing and Personnel

Assurance Compliance and Timeline

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

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

OREGON DEPARTMENT OF EDUCATION

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OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

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

1. Please fill out information:

[1] For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.
[2] For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.
[3] Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a government-to-government basis.

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	**Reynolds High School**
Key Contact Person for this Plan	**Wade Bakley, Principal**
Phone Number of this Person	**503-667-3186 ext. 1004**
Email Address of this Person	**wbakley@rsd7.net**
Sectors and position titles of those who informed the plan	**Dr. Danna Diaz, Superintendent** **Dr. Nicole McTavish, CAO** **Dr. Christopher Ortiz, Assistant Superintendent** **Dr. Angela Freeman, Executive Director of Schools** **Stephanie Field, Communications Director** **Dr. Matt Bennett, Director of Special Education** **Debra Miller, Special Education Specialist** **Teri Pitts, Special Education Specialist** **Karen Justice, Director of ELD Services** **Wade Bakley, Principal** **John Olsen, Assistant Principal** **Mike Anderson, Assistant Principal** **Gerardo Ibarra, Assistant Principal** **Deithra Archie, Assistant Principal** **Lara Smith, Assistant Principal** **Benjamin Koskela, Head Custodian** **Terrie Johnson, School Nurse** **Certified Staff CDL Committee** **Classified Staff CDL Committee**
Local public health office(s) or officers(s)	**Multnomah County Health Department** **Patricia Charles-Heathers, Director** **619 NW 6th Ave.** **Portland, OR 97209** **509-988-3674** **Jamie Smith, Coordinator, School Health Services** **Multnomah Education Service District (MESD)** **11611 NE Ainsworth Circle** **Portland, OR 97220** **503-257-1732** **Cell: 541-279-3136** **jsmith2@mesd.k12.or.us**
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	**Wade Bakley, Principal**
Intended Effective Dates for this Plan	**TBD**
ESD Region	**Multnomah County**

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

3. **Comprehensive parent survey, district wide**
4. **Comprehensive student survey, district wide**
5. **Staff survey, school-based**
6. **Parent group meetings**
7. **CDL district task force**

8. Indicate which instructional model will be used.

Select One:

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

9. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
10. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-19 in the initial template) and submit online. (https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

In completing this portion of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Here is a link to the overview of CDL Requirements. Please name any requirements you need ODE to review for any possible flexibility or waiver.

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.

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

0. Community Health Metrics

METRICS FOR ON-SITE OR HYBRID INSTRUCTION

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

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

☐ The school currently meets the exceptions required to provide in-person person education for students in grades K-3 (see section 0d(1) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required to provide limited in-person instruction for specific groups of students (see section 0d(2) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required for remote or rural schools in larger population counties to provide in-person instruction (see section 0d(3) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required for smaller population counties to provide in-person instruction (see section 0d(4) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required for schools in low population density counties (see section 0d(5) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required for small districts to provide in-person instruction (see section 0d(6) of the ***Ready Schools, Safe Learners*** guidance).

1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Implement measures to limit the spread of COVID-19 within the school setting.	-RHS will implement all measures required by ODE and the Governor
☒ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19 .	-Communicable Plan: The school has developed a Communicable Disease Management Plan based on a school-site template provided by MESD School Nursing Services, as well as requirements noted in the Ready Schools Safe Learners Guidance Document.
☒ Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.	-The Principal will be the point person
☒ 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.	-LPHA Staff: Heather Godsey, MESD Nurse Consultant hgodsey@mesd.k12.or.us 503-257-1709 and MESD school-based nurse Terrie Johnson tjohnson@rsd7.net.
☒ 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.	-Training plans have been embedded into all PD and staff documents.
☒ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff.	-Protocol Notify LPAH: All suspected or confirmed cases of COVID-19 or instances of COVID-19 exposure in RSD employees, students, contractors, and visitors to district sites are reported to RSD through a COVID-19 Case Online Reporting Form to ensure that precautionary steps can be taken to prevent the spread of the virus and that the MESD District Nurse Consultant coordinates appropriate notifications and recommendations with Multnomah County Health Department.
☒ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.	-Plans Disinfection: Custodial staff follow an established schedule to ensure areas used are systematically disinfected per the CDC's guidance on disinfecting public spaces.
☒ Process to report to the LPHA any cluster of any illness among staff or students.	-Process Report to LPBHA: All suspected or confirmed cases of COVID-19 or instances of COVID-19 exposure in RSD employees and student are reported to RSD and MESD School Nursing through a COVID-19 Case Online Reporting Form
☒ Protocol to cooperate with the LPHA recommendations.	-Protocol Cooperate: The MESD Nurse Consultant provides recommendations to District Operations and sites reporting possible exposure through an established COVID-19 Online Reporting Form.
☒ Provide all logs and information to the LPHA in a timely manner.	-Provide Logs: Logs and information are reported in a timely manner through the RSD-MESD COVID-19 Case Online Reporting Form.
☒ Protocol for screening students and staff for symptoms (see section 1f of the ***Ready Schools, Safe Learners*** guidance).	-Protocol Screening Staff and Students: Reynolds High School has developed plans and procedures to ensure proper daily and effective screening before students and staff enter school by having evaluated our physical layout, doorways and other options.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Protocol to isolate any ill or exposed persons from physical contact with others.	-Protocol Isolate: As part of its Communicable Disease Plan, Reynolds High School has identified an area 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).	-Protocol Communicate: In accordance with the Oregon School Nurses' Assocation Communicable Disease School Communication Protocol, Reynolds High School follows the recommendations of the MESD Nurse Consultant, based on her investigation of the reported case, on any required communication with/notification to students or staff who may be impacted by the reported potential COVID-19 case.
☒ 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. •	-Create System: Reynolds High school will be maintaining daily logs for each student/cohort for the purpose of contract tracing. The school has organized students and staff into stable cohorts per the recommended guidelines.
☒ 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 •	-Required Components of logs: Reynolds High school will ensure that logs will include the required components.
☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.	-Protocol keep daily logs: Reynolds High school will ensure that daily logs are kept and archived for contract tracing to assist the MESD Nurse Consultant as needed.
☒ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.	-Protocol Itinerant/District Staff: Reynolds High school has established a process to ensure all itinerant and all district staff are logged in and out, including areas visited and with whom they were in contact. All district staff also are required to swipe their ID badge upon entry into any building, which also provides an additional record if needed.
☒ 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.	-Process Consult with LPHA: District Operations and MESD Nursing Services have developed a process for schools to report and consult, including additional cleaning and possible classroom or program closure.
☒ Protocol to respond to potential outbreaks (see section 3 of the ***Ready Schools, Safe Learners*** guidance).	-Potential Outbreaks: In consultation with District Operations and the MESD Nurse Consultant will utilize the "Planning for COVID-19 Scenarios in Schools" toolkit to respond to potential outbreaks, including, but not limited to, required notifications, cleaning and possible classroom or program closure. Custodial will close off affected area; provide increased ventilation of area if possible; stay out of the closed area as long as possible; disinfect closed area(s) using fogger.

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.	-The Reynolds School District has selected the Hybrid Instructional Model to ensure that all of its schools can serve its students in high-risk populations. Reynolds High school will operate according to the Hybrid Instructional Model.
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: 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. 4.	-Reynolds School District (RSD) contracts with Multnomah Education Service District's (MESD) School Health Services department to provide nursing services to medically fragile, complex and nursing-dependent students aligned with the mandated ratios identified in ORS 336.201. In addition, RSD has prioritized staffing levels to also provide preventive nursing services for the general population of students. RSD currently has eight (8) registered nurses and one (1) school health assistant providing nursing services for the medically fragile, complex, and general population students. RSD also has contracted for three (3) nursing positions to support current nursing dependent students. RSD is working with our school health providers to update the various health services in the district (nursing, speech language pathology, occupational therapy, physical therapy, and behavioral and mental health services. These updates are to align health management plans, care plans, IEPs and 504s with current health care considerations.
☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law: • Communicate with parents and health care providers to determine return to school status and current needs of the student. • Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. • Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. • The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association.	-Interdisciplinary teams have been meeting since inservice began and plans have been evolving. Several key components including nutrition and transportation must be consulted before final plans can be created. -Communication and coordination for return will not occur until a date for reentry has been established.

OHA/ODE Requirements	Hybrid/Onsite Plan

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

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom 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.	-All classrooms and teaching spaces have been measured and cohort size will be standardized to work in the smallest environments.
☒ Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.	-All physical requirements will be taught, posted and enforced per ODE guidelines.
☒ 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.	-Groups will move in ways that reduce lines. Plans are in place for distancing.
☒ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).	-Schedule Modifications: Reynolds High school will establish stable cohorts of students as part of its schedule modifications to limit the number of students in the building. Cohorts will attend on only specific days. The school's reopening team has identified specific

OHA/ODE Requirements	Hybrid/Onsite Plan
	ingress and egress points for designated grade levels; those grade level cohorts will only use a designated ingress and egress point throughout the day.
☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.	-Plan for Students Additional Support: School administrators, counselors, social workers, educational assistants and other support staff will work with students who need additional support in maintaining physical distancing requirements.
☒ Staff should maintain physical distancing during all staff meetings and conferences or consider remote web-based meetings.	-Physical distancing guidelines for staff are in place and will be reviewed and enforced.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.	-Stable Cohorts: Reynolds High School will establish stable cohorts of students as part of its schedule modifications to limit the number of students in the building. Reynolds High school has measured and planned for 35 square feet per person, including staff, in its classrooms.
☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure.	-Students will only be part of a transportation and learning cohort, each of which will not exceed 20 students.
☒ 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).	-System Daily Logs: Reynolds High school will be maintaining daily logs for each student/cohort for the purpose of contract tracing. Reynolds High school will ensure that logs will include the required components.
☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.	-Students will only be with their learning cohort. Any travel outside of the cohort will be escorted. Access to all restrooms will be maintained.
☒ Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.	-Cleaning and disinfecting: According to the custodial daily schedule, custodians will disinfect areas when a cohort leaves an area. Example: Cohort leaves cafeteria, custodian will disinfect tables using disinfectant and flat mop; cohort returns to class after recess, custodian wipes play structure.
☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers.	- Cohorts will be designed to meet this requirement.
☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	-Staff will be trained to meet this requirement.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease .	-Communicate Start On-Site Instruction; The building administrator and School Safety Team will provide training for staff at the start of on-site instruction and periodically to review the required infection control measures. Additionally, all district employees were required to complete by October 31, 2020 several modules of Safe School training on the prevention of COVID-19 in the school setting.
☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case.	-Develop Confirmed Case: In accordance with the Oregon School Nurses' Association Communicable Disease School Communication

OHA/ODE Requirements	Hybrid/Onsite Plan
• The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer).	Protocol, Reynolds High school follows the recommendations of the MESD Nurse Consultant, based on her investigation of the reported case, on any required communication with/notification to students, families or staff who may be impacted by the reported potential COVID-19 case.
☒ Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.	-Develop Protocols Immediately: In consultation with District Operations and the MESD Nurse Consultant, will utilize the "Planning for COVID-19 Scenarios in Schools" toolkit to respond to potential outbreaks, including, but not limited to, required notifications, cleaning and possible classroom or program closure.
☒ Provide all information in languages and formats accessible to the school community.	-All plans will be translated into necessary languages as they are developed.

1f. ENTRY AND SCREENING

☒ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms**,** or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows: • Primary symptoms of concern: cough, fever (*temperature* greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. • Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. • In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. • Emergency signs that require immediate medical attention: ○ 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 ○	-Staff and student plans for identification of compromised individuals have been developed. Protocols are being used at this time for on-site staff. All bullets from this section are posted at entry.
☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health.	-Screen all students and staff: Reynolds High School has developed plans and procedures to ensure proper daily and effective screening before students and staff enter school. School bus drivers have been trained on screening students when they enter the bus and have been

• 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.	trained on how to support a student who may be exhibiting symptoms.
☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See table *"Planning for COVID-19 Scenarios in Schools."*	-Follow LPHA Advice: Reynolds High school and District Operations follow the advice and recommendations of the MESD Nurse Consultant related to any COVID-19 staff or student report filed. Reynolds High school also has an assigned MESD school nurse who is available to provide advisement and guidance in collaboration with the Nurse Consultant.
☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.	-Staff/Students Chronic Cough: In consultation with District Operations and the MESD Nurse Consultant will utilize the "Planning for COVID-19 Scenarios in Schools" toolkit to address any staff or student with exhibit a chronic or baseline cough.
☒ 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.	-Stations for hand sanitization will be located at every identified entry point.

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Restrict non-essential visitors/volunteers. • Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. • Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc.	-Volunteers and visitors are restricted at this time.
☒ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See table *"Planning for COVID-19 Scenarios in Schools."*	-Screening for any visitor or volunteer at this time and all requirements are being met.
☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit.	-Sanitization is required upon entry
☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.	-Distancing and mask requirements are posted and enforced.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices.	-Guidelines for this requirement are posted and enforced.
☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings.	-Guidelines for this requirement are posted and enforced.
☒ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time: • Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;"	-All learning environments will be set up to meet these requirements.

OHA/ODE Requirements	Hybrid/Onsite Plan
○ Students should not be left alone or unsupervised; ○ Designated area or chair should 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 should also wear appropriate Personal Protective Equipment (PPE) for their role. • Additional guidance for nurses and health staff. •	-School nurse is versed in these protocols and all requirements will be met.
Protections under the ADA or IDEA	
☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should 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 should 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 who require an accommodation to meet the requirement for face coverings, the school team will work closely with the student and family to develop a plan in alignment with ODE guidance to accommodate the student's needs and ensure safety of staff and other students.
☒ 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.	-No in-person will be denied per this requirement.
☒ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in 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. Placement determinations cannot be made due solely to the inability to wear a face covering. 3. Plans should include updates to accommodations and modifications to support students. • 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.	-For students eligible for IEP/504 services who can not wear a face covering due to the nature of the disability, the school team will work closely with the student and family to develop or amend a plan. The school team will 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, school teams will consider whether the student's inability to consistently wear a face covering or face shield as required is due to a disability. If the school team suspects a disability, the team will proceed through the evaluation and eligibility process.

OHA/ODE Requirements	Hybrid/Onsite Plan
○ 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. 4.	
☒ 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.	-Protocols will be put in place to identify and support this student need.
☒ If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.	-Staff who cannot wear an approved face covering will be kept from others to the extent it is possible.

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.	-If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. ○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected.
☒ Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. • Consider required physical arrangements to reduce risk of disease transmission. • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. • Additional guidance for nurses and health staff. •	• 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.
☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. • School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective	-Staff exhibiting symptoms upon arrival will be directed to return home. If unable, staff will isolate in a designated isolation area until transportation can be arranged.

OHA/ODE Requirements	Hybrid/Onsite Plan
Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands should 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 should 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.	-Transportation plans are in place and offer a wide range of methods for delivery.
☒ 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."*	-This requirement will be communicated and enforced.
☒ 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).	-Our school nurse is part of the planning and implementation process.
☒ Record and monitor the students and staff being isolated or sent home for the LPHA review.	-A system of record keeping has been developed for isolation and exclusion.

2. Facilities and School Operations

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

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.	-All ODE guidelines noted will be abided by.
☒ 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	-This policy is in place.

OHA/ODE Requirements	Hybrid/Onsite Plan
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.	-All students will be enrolled following the Oregon Department of Education guidelines.
☒ 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.	-All students will be enrolled following the Oregon Department of Education guidelines.
☒ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.	-An attendance policy is in place to ensure students who cannot attend have equal access.
☒ When a student has a pre-excused absence or COVID-19 absence, the school district should reach out to offer support at least weekly until the student has resumed their education.	-Supports for outreach are in place.
☒ 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.	-These procedures are in place at this time.

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).	-NA for secondary
☒ 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).	-Attendance policies are in place to meet this guideline.
☐ 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.	-NA for secondary

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ 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.	-NA for secondary -Student Attendance: Reynolds High School will share with parents and students clear and concise district attendance and participation expectations for the hybrid learning model before in person instruction begins. School counselors and social workers assigned to Reynolds High School will also support family involvement and students' regular attendance both for the online and in person components of the hybrid model.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the ***Ready Schools, Safe Learners*** guidance).	-Students will continue to use district supplied devices assigned to the student and there will be no sharing of devices.
☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	-Students will return devices needing return, inventory, updating, or redistributing following social distance guidelines in the office or library. Devices will be isolated in plastic Ziploc bag and accessed by properly safeguarded technicians and cleaned with approved disinfectant.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Handwashing:** All people on campus should be advised and encouraged to wash their hands frequently.	-This information is posted and will be covered in trainings.
☒ **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.	-Equipment in need of sanitizing is identified and placed on the custodian's schedule. Equipment with multiple users per day will be sanitized by instructional staff who have been provided with the proper disinfecting supplies. (Equipment left in the classrooms will be disinfected each night by the fogger.)
☒ **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.	-All events are canceled at this time and will only be added back with modifications that can ensure safety.
☒ **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.	-Students will stay in a single learning space and staff will move through these spaces.
☒ **Personal Property**: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.	-Personal Property: Reynolds High School has established policies for personal property being brought to school. Policies related to personal property and other COVID-19 prevention guidelines will be communicated with parents and students before in person learning begins.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.	-All requirements will be taught, posted and enforced.
☒ Create schedule(s) and communicate staggered arrival and/or dismissal times.	-Create Schedule: Reynolds High School has created a schedule based on stable cohorts and will communicate the schedule and arrival/dismissal times with parents and students before in person learning begins.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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).	-Staff are assigned for screenings upon entry and are in place at this time.
☒ 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.	-Accurate Sign In/Sign Out: Reynolds High School has developed accurate sign-in/sign-out procedures for students and staff to help facilitate contract tracing. Hand sanitizer and other appropriate prevention measures will be taken during the sign-in/sign-out procedures.
☒ 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.	-This requirement is met at this time.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Seating:** Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times.	-Desks and seating will be arranged in a way that meets distancing requirements. All other seating will be removed from the room.
☒ **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.	-No supplies will be shared.
☒ **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 should be disposed of in a garbage can, then hands washed or sanitized immediately. • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	-The items in this requirement will be met.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations).	-NA for secondary
☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff.	-This requirement will be taught, posted and enforced.
☐ 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.	-NA for secondary
☐ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with CDC guidance.	-NA for secondary
☒ Cleaning requirements must be maintained (see section 2j of the ***Ready Schools, Safe Learners*** guidance).	-AM/PM Custodians: Cleaning and disinfecting will be maintained for all areas of the school. Disinfecting of frequently touched surfaces will

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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 staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults.	be performed throughout the day and the school will be disinfected using an electrostatic fogger at night. -A plan is in progress -NA for secondary -NA for secondary

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include meal services/nutrition staff in planning for school reentry. ☒ Prohibit self-service buffet-style meals. ☒ Prohibit sharing of food and drinks among students and/or staff. ☒ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others and must put face coverings back on after finishing the meal or snack. ☒ Staff serving meals and students interacting with staff at mealtimes must wear face shields or face covering (see section 1h of the **Ready Schools, Safe Learners** guidance). ☒ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should 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, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.	-Nutrition Services is working directly with each school to develop a plan specific to the needs of that school to ensure the cleaning and sanitizing of meal touch-points. -Custodians will ensure the cleaning and disinfecting of tables between meal periods, e.g., sanitizing cafeteria tabletops using short-handled flat mops and disinfectant or using disposable table coverings changed between each meal period.,

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service. ☒ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the ***Ready Schools, Safe Learners*** guidance). ☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should be done at the time of arrival and departure.	-Students will ride in cohorts of 20 -Students will be seated 6 ft. from driver- -Seats are marked for proper distancing as a visual aid to assist students while loading -Maintain attendance logs for contact tracing -Buses will be sanitized twice daily upon return to bus lot. Driver will conduct targeted cleanings between routes, with a focus on frequently touched surfaces such as, seat backs, seat tops and handrails. -If unattended by an adult at the bus stop or while in route to school a student displays COVID-19 symptoms, provide a face shield or face

OHA/ODE Requirements	Hybrid/Onsite Plan
• If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. ○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. • If arriving at school, notify staff to begin isolation measures. ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. ☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. ☒ Drivers wear face shields or face coverings when not actively driving and operating the bus. ☒ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings). ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the ***Ready Schools, Safe Learners*** guidance to transportation settings.	covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. ○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. -If arriving at school, notify staff to begin isolation measures. If transporting for dismissal and the student displays an onset of symptoms, notify the school immediately.

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. ☒ Clean and disinfect playground equipment at least daily or between use as much as possible 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 should 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 should, to the extent possible, increase natural ventilation by opening windows and doors before students arrive and after students leave, and while students are present. ☒ 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	-Clean and Sanitize: Cleaning and disinfecting will be maintained for all areas of the school. Disinfecting of frequently touched surfaces will be performed by custodians throughout the day and the school will be disinfected using an electrostatic fogger at night. -Disinfectant being used in fogger is Bioesque Botanical Disinfectant Solution: ○ EPA List N Registered Broad-Spectrum Disinfectant ○ Kills 99.9% of Bacteria, Viruses, Fungi & Molds ○ No Personal Protective Equipment (PPE) Needed ○ Botanically Derived Active Ingredient -School HVAC systems are being maintained to ensure efficient performance and air exchange rate. Where equipment can maintain required balancing, the MERV rating of the filtration will be increased.

OHA/ODE Requirements	Hybrid/Onsite Plan
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 should 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 should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces).	-PM Custodians: According to checklist will clean assigned areas. Classrooms and offices are disinfected using electrostatic fogger.
☒ 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).	-School HVAC systems are being evaluated to upgrade their performance and increase the air exchange rate and the MERV filtration rating where appropriate.

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ OAR 581-022-2220 Health Services, requires districts to "maintain a prevention-oriented health services program for all students" including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs.	-All of the components of this OAR will be abided by.
☒ 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).	-Our school nurse is included in all planning and implementation of this plan.

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: • Contact tracing • The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. • Quarantine of exposed staff or students • Isolation of infected staff or students • Communication and designation of where the "household" or "family unit" applies to your residents and staff •	-As this plan evolves, any adjustments or modifications will be changed in this written plan.
☐ 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;	-NA

OHA/ODE Requirements	Hybrid/Onsite Plan
• Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.	

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. • At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. • Fire drills must be conducted monthly. • Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. • Safety 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. •	-All requirements listed in this section will be in place.
☒ 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 should 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.	-A new drill schedule is in place and drills will occur on schedule.
☒ When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.	-Distancing for drills is not an issue for us.
☒ Drills should not be practiced unless they can be practiced correctly.	-All procedures for drills are still in place.
☒ Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.	-Staff training is underway and will be in place for face to face instruction.
☒ 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).	-The drill schedule is in place and on the calendar, regardless of hybrid instruction.
☒ 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.	-This requirement will be taught, posted and enforced.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills.	-This work is embedded in our instruction and SEL support systems.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.	-We will constantly evaluate where we are within this framework and have the ability to offer support.
☒ 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.	-A behavior management plan has been developed and will be used.
☒ 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.	-We will utilize a system of supports for self-regulation and skill-building.
☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.	-Staff training is planned during upcoming PD sessions.
☒ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues.	-We have support systems in place for staff at this time aimed a self-regulation as well as the ability to support students while dealing with our own stress.

☒ Plan for the impact of behavior mitigation strategies on public health and safety requirements:
• Student elopes from area
  ○ If staff need to intervene for student safety, staff should:
  ● Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention.
  ● Use the least restrictive interventions possible to maintain physical safety for the student and staff.
  ● Wash hands after a close interaction.
  ● Note the interaction on the appropriate contact log.
  ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
• Student engages in behavior that requires them to be isolated from peers and results in a room clear.
  ○ If students leave the classroom:
  ● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff
  ● Ensure physical distancing and separation occur, to the maximum extent possible.
  ● Use the least restrictive interventions possible to maintain physical safety for the student and staff.
  ● Wash hands after a close interaction.
  ● Note the interaction on the appropriate contact log.
  ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
• Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior).
  ○ If staff need to intervene for student safety, staff should:
  ● Maintain student dignity throughout and following the incident.
	-An examination of our staff handbook and student rights and responsibilities handbook is underway aimed at making the adjustments covered in this section. This is a work in progress at this time and will evolve as we move into in-person instruction.

OHA/ODE Requirements	Hybrid/Onsite Plan
● Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.	
☒ Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.	-De-escalation areas will be included in sanitization protocols.
Protective Physical Intervention	
☒ Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the ***Ready Schools, Safe Learners*** guidance: Cleaning, Disinfection, and Ventilation).	-Face shields may be cleaned and disinfected by instructional staff. Personal face coverings should be taken home and laundered (disposable face coverings are available for staff and students).

3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review the "*Planning for COVID-19 Scenarios in Schools*" toolkit.	-Planning for COVID-19 Scenarios: District Operations has provided the toolkit to all building and district administrators. Reynolds High School will provide training to staff on COVID-19 prevention and will review the toolkit prior to the commencement of hybrid/in person learning.
☒ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	-Coordinate with LPHA: District Operations has established communication and reporting protocols for all students and staff with MESD Nursing Services and Multnomah Department of Public Health.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit.	-Planning for COVID-19 Scenarios: District Operations has provided the toolkit to all building and district administrators. Reynolds High School will provide training to staff on COVID-19 prevention and will review the toolkit prior to the commencement of hybrid/in person learning.
☒ Ensure continuous services and implement Comprehensive Distance Learning.	-CDL will be available to all students throughout face to face instruction.
☒ Continue to provide meals for students.	-Continue Meals: Nutrition Services has worked directly with each school to develop a plan specific to the needs of that school

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit.	-The toolkit is consulted on a weekly basis and changes are made appropriately.
☒ Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds.	-Custodial staff is trained to meet this requirement.
☒ 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.	-Cohorting within guidelines will be in place.

ASSURANCES

This section must be completed by any public school that is providing instruction through On-Site or Hybrid Instructional Models.
Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section unless the school is implementing the* Limited In-Person Instruction *provision under the Comprehensive Distance Learning guidance.
This section does not apply to private schools.

☒ We affirm that, in addition to meeting the requirements as outlined above, our school plan has met the collective requirements from ODE/OHA guidance related to the 2020-21 school year, including but not limited to requirements from:

- Sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance,
- The ***Comprehensive Distance Learning*** guidance,
- The ***Ensuring Equity and Access: Aligning Federal and State Requirements*** guidance, and
- ***Planning for COVID-19 Scenarios in Schools***

☐ We affirm that we cannot meet all of the collective requirements from ODE/OHA guidance related to the 2020-21 school year from:

- Sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance,
- The ***Comprehensive Distance Learning*** guidance,
- The ***Ensuring Equity and Access: Aligning Federal and State Requirements*** guidance, and
- ***Planning for COVID-19 Scenarios in Schools***

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

4. Equity

5. Instruction

6. Family, Community, Engagement

7. Mental, Social, and Emotional Health

8. Staffing and Personnel

Assurance Compliance and Timeline

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

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

OREGON DEPARTMENT OF EDUCATION

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OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Reynolds Learning Academy
Key Contact Person for this Plan	Aaron Ferguson
Phone Number of this Person	503-667-4673 ex 3430
Email Address of this Person	aeferguson@rsd7.net
Sectors and position titles of those who informed the plan	Principal Ferguson Terry Panowicz- Counselor Janna Cash- Counselor Laura Craford- Social Worker Linda Lamendola-Gilliam- Safety Committee
Local public health office(s) or officers(s)	Tram Pham, RN, *School Health Nurse* *Reynolds School District- Reynolds Learning Academy* *Multnomah Education Service District- MESD* tpham@mesd.k12.or.us
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Ramon Hall
Intended Effective Dates for this Plan	
ESD Region	MESD

[1] For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.
[2] For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.
[3] Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a government-to-government basis.

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

3. Indicate which instructional model will be used.

Select One:

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

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-19 in the initial template) and submit online. (https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

In completing this portion of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Here is a link to the overview of CDL Requirements. Please name any requirements you need ODE to review for any possible flexibility or waiver.

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.

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

0. Community Health Metrics

METRICS FOR ON-SITE OR HYBRID INSTRUCTION

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

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

☐ The school currently meets the exceptions required to provide in-person person education for students in grades K-3 (see section 0d(1) of the ***Ready Schools, Safe Learners*** guidance).

☐ The school currently meets the exceptions required to provide limited in-person instruction for specific groups of students (see section 0d(2) of the ***Ready Schools, Safe Learners*** guidance).

☐ The school currently meets the exceptions required for remote or rural schools in larger population counties to provide in-person instruction (see section 0d(3) of the ***Ready Schools, Safe Learners*** guidance).

☐ The school currently meets the exceptions required for smaller population counties to provide in-person instruction (see section 0d(4) of the ***Ready Schools, Safe Learners*** guidance).

☐ The school currently meets the exceptions required for schools in low population density counties (see section 0d(5) of the ***Ready Schools, Safe Learners*** guidance).

☐ The school currently meets the exceptions required for small districts to provide in-person instruction (see section 0d(6) of the ***Ready Schools, Safe Learners*** guidance).

1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Implement measures to limit the spread of COVID-19 within the school setting. ☒ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. ☒ Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. ☒ Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school	Communicable Plan: The school has developed a Communicable Disease Management Plan based on a school-site template provided by MESD School Nursing Services, as well as requirements noted in the Ready Schools Safe Learners Guidance Document. LPHA Staff: Heather Godsey, MESD Nurse Consultant hgodsey@mesd.k12.or.us 503-257-1709 Tram Pham, BSN, RN, *School Health Nurse* *Reynolds School District- Reynolds Learning Academy*

OHA/ODE Requirements	Hybrid/Onsite Plan
policies and plans. Review relevant local, state, and national evidence to inform plan. ☒ Process and procedures established to train all staff in sections 1 - 3 of the ***Ready Schools, Safe Learners*** guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. ☐ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. ☒ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. ☐ Process to report to the LPHA any cluster of any illness among staff or students. ☐ Protocol to cooperate with the LPHA recommendations. ☐ Provide all logs and information to the LPHA in a timely manner. ☒ Protocol for screening students and staff for symptoms (see section 1f of the ***Ready Schools, Safe Learners*** guidance). ☒ Protocol to isolate any ill or exposed persons from physical contact with others. ☒ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the ***Ready Schools, Safe Learners*** guidance). ☐ Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit. • If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the ***Ready Schools, Safe Learners*** guidance), the daily log may be maintained for the cohort. • If a student(s) is not part of a stable cohort, then an individual student log must be maintained. ☒ Required components of individual daily student/cohort logs include: • Child's name • Drop off/pick up time • Parent/guardian name and emergency contact information • All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student ☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. ☒ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site. ☐ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19. ☐ Protocol to respond to potential outbreaks (see section 3 of the ***Ready Schools, Safe Learners*** guidance).	*Multnomah Education Service District- MESD* tpham@mesd.k12.or.us Protocol Notify LPAH: All suspected or confirmed cases of COVID-19 or instances of COVID-19 exposure in RSD employees, students, contractors, and visitors to district sites are reported to RSD through a COVID-19 Case Online Reporting Form to ensure that precautionary steps can be taken to prevent the spread of the virus and that the MESD District Nurse Consultant coordinates appropriate notifications and recommendations with Multnomah County Health Department. Plans Disinfection: Custodial staff follow an established schedule to ensure areas used are systematically disinfected per the CDC's guidance on disinfecting public spaces. Process Report to LPBHA: All suspected or confirmed cases of COVID-19 or instances of COVID-19 exposure in RSD employees and student are reported to RSD and MESD School Nursing through a COVID-19 Case Online Reporting Form Protocol Cooperate: The MESD Nurse Consultant provides recommendations to District Operations and sites reporting possible exposure through an established COVID-19 Online Reporting Form. Logs and information are reported in a timely manner through the RSD-MESD COVID-19 Case Online Reporting Form. Protocol Screening Staff and Students: REYNOLDS LEARNING ACADEMY has developed plans and procedures to ensure proper daily and effective screening before students and staff enter school by having evaluated our physical layout, doorways and other options. Protocol Isolate: As part of its Communicable Disease Plan, REYNOLDS LEARNING ACADEMY has identified an area to isolate any ill or exposed persons from physical contact with others. Protocol Itinerant/District Staff: REYNOLDS LEARNING ACADEMY has established a process to ensure all itinerant and all district staff are logged in and out, including areas visited and with whom they were in contact. All district staff also are required to swipe their ID badge upon entry into any building, which also provides an additional record if needed. Process Consult with LPHA: District Operations and MESD Nursing Services have developed a process for schools to report and consult, including additional cleaning and possible classroom or program closure. Potential Outbreaks: In consultation with District Operations and the MESD Nurse Consultant, REYNOLDS LEARNING ACADEMY will utilize the "Planning for COVID-19 Scenarios in Schools" toolkit to respond to potential outbreaks, including, but not limited to, required notifications, cleaning and possible classroom or program closure. Custodial staff will close off affected area; provide increased ventilation of area if possible; stay out of the closed area as long as possible; disinfect closed area(s) using fogger. Additional school specific details: - Classroom sanitization will occur each day when students are not present. - Classroom touch-point areas (door handles, sink handles, etc) will be wiped down throughout the day as needed. Teachers (following safety protocols) and custodians will both work to wipe areas of the classroom that are highly used. Students may use wipes (currently limited available) but may not use the current spray formula (following directions on bottle).

OHA/ODE Requirements	Hybrid/Onsite Plan
	- Students will have their own labeled supplies. Any shared supplies will be "sanitized" between use. - Students will be assigned an arrival/dismissal building access point to limit exposure to large group of students. Any entrance with more than one classroom assigned will have a safety protocol defined and posted. Prior to return to the building parents, students, and staff will be informed of the arrival/dismissal protocols and expectations. Late arrivals will all come through the front entrance. - Students will be allowed to use the restroom as needed but will be required to stay in assigned area. Students will use the restrooms on their assigned floor. - Staff restroom protocol (to come) - The principal will ensure proper guidance (signage, branding, training, messaging home and school) to ensure physical distancing is utilized to keep all participants safe. - All REYNOLDS LEARNING ACADEMY staff have the authority to support and reinforce physical distancing requirement. - All staff will be trained in sections 1-3 of Ready School, Safe Learners details prior to the first day of in person instruction. - Signs will be posted in common areas to signify when the area was last used and last cleaned. Examples-If a class were to enter the library for use, they would document on paper date and time of entrance. Then when the area is sanitized custodian will date and sign it was sanitized and ready for next use. - Staff walking through the entrance of the school will serve as self- reporting that they are meeting health guidelines to work. - The nurse's office health will be used for an isolation area as needed. Documentation will be used to identify the area when in use. Thorough sanitization will occur prior to and after use for isolation space. - If a potential case is presented at REYNOLDS LEARNING ACADEMY we will send home a standard letter, autodialer (email and phone messages), and classroom level Remind (message referencing letter). Content will include an optional zoom for further information. Also, send information in advance of what the process is (create the standard protocol) - Synergy and daily schedule will be used to log cohort interactions. Anything outside of the regular schedule will be tracked on sanitization/use log sheets (this team will determine if tracking system will be common or individualized) - Itinerant staff will be required to keep an updated calendar with shared access by head secretary. It is not classroom teacher's responsibility to document other staff joining the classroom. Staff who have a consistent schedule will only document things outside the regular schedule.

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. **Medically Fragile, Complex and Nursing-Dependent Student Requirements** ☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services: 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. ☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law: Communicate with parents and health care providers to determine return to school status and current needs of the student. • Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. • Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. • The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. • Service provision should consider health and safety as well as legal standards. • Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers. • Work with an interdisciplinary team to meet requirements of ADA and FAPE. • High-risk individuals may meet criteria for exclusion during a local health crisis. • Refer to updated state and national guidance and resources such as: ○ 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.'	The Reynolds School District has selected the Hybrid Instructional Model to ensure that all of its schools can serve its students in high-risk populations. Reynolds Learning Academy will operate according to the Hybrid Instructional Model. Reynolds School District (RSD) contracts with Multnomah Education Service District's (MESD) School Health Services department to provide nursing services to medically fragile, complex and nursing-dependent students aligned with the mandated ratios identified in ORS 336.201. In addition, RSD has prioritized staffing levels to also provide preventive nursing services for the general population of students. RSD currently has eight (8) registered nurses and one (1) school health assistant providing nursing services for the medically fragile, complex, and general population students. RSD also has contracted for three (3) nursing positions to support current nursing dependent students. RSD is working with our school health providers to update the various health services in the district (nursing, speech language pathology, occupational therapy, physical therapy, and behavioral and mental health services. These updates are to align health management plans, care plans, IEPs and 504s with current health care considerations. • The current Student Engagement Team will be repurposed to address student health needs in addition to student engagement and attendance. The school's registered nurse will join the team to communicate those needs. • Signs will be placed at the entry of each space to identify the maximum occupancy in consideration of 35 square feet per person. The sign will also reflect the current/attendance number.

OHA/ODE Requirements	Hybrid/Onsite Plan
○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.	

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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. ☒ 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 (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 should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.	Signs will be placed throughout the hallways and classrooms as reminders of 6 ft social distance requirements. Instruction will be planned to allow for 6 ft distancing for all activities. Any anticipated areas where a line might occur will be marked for distance. Cohorts will be designed to accommodate no more than 50% of the school population each day. All students will receive initial instruction on physical distancing. All staff will reinforce message. Videos will be created and available to reinforce the message as well. Staff will be required to honor physical distancing. Plan for Students Additional Support: School administrators, counselors, social workers, educational assistants and other support staff will work with students who need additional support in maintaining physical distancing requirements. -

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. ☒ 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 disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.	Students will be placed in stable classroom cohorts of no more than 15 students. Bus cohorts will be established based on classroom cohort assignments. Students will not be a part of any one cohort or cross cohorts that exceed 100 people. Attendance, and area records will serve as tracing. Cohorts utilizing assigned restrooms assigned to their pod will minimize interactions. Teachers and custodians will disinfect surfaces throughout the day as needed. All students will have access to general education. Support services will happen as an integrated part of the classroom whenever possible.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers. ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	Staff will be required to wash hands when moving between different cohorts. Staff will be assigned sections of Safe Schools specific to Covid 19 at the beginning of the school year.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. ☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. • The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). ☒ Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. ☒ Provide all information in languages and formats accessible to the school community.	Communicate Start On-Site Instruction; The building administrator and School Safety Team will provide training for staff at the start of on-site instruction and periodically to review the required infection control measures. Additionally, all district employees were required to complete by October 31, 2020 several modules of Safe School training on the prevention of COVID-19 in the school setting. In accordance with the Oregon School Nurses' Association Communicable Disease School Communication Protocol, REYNOLDS LEARNING ACADEMY follows the recommendations of the MESD Nurse Consultant, based on her investigation of the reported case, on any required communication with/notification to students, families or staff who may be impacted by the reported potential COVID-19 case. In consultation with District Operations and the MESD Nurse Consultant, REYNOLDS LEARNING ACADEMY will utilize the "Planning for COVID-19 Scenarios in Schools" toolkit to respond to potential outbreaks, including, but not limited to, required notifications, cleaning and possible classroom or program closure. -

1f. ENTRY AND SCREENING

☒ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms**,** or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows: • Primary symptoms of concern: cough, fever (*temperature* greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. • Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with	Anyone not able to answer health questions should stay home or be directed to go back home. Parents are the initial screener for students and should not send students to school who are showing signs or symptoms. School will send home health screening questions for parent review and consideration.

COVID-19. More information about COVID-19 symptoms is available from CDC. • In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. • Emergency signs that require immediate medical attention: ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face (lighter skin); greyish lips or face (darker skin) ○ Other severe symptoms ☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health. • Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the ***Ready Schools, Safe Learners*** guidance) and sent home as soon as possible. See table "*Planning for COVID-19 Scenarios in Schools.*" • Additional guidance for nurses and health staff. ☐ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See table "*Planning for COVID-19 Scenarios in Schools.*" ☐ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. ☒ 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.	Bus drivers should alert staff if there are any students on the bus who are showing symptoms. Staff will meet the bus and get students to isolation ASAP. Students will enter school through two different entrances. Staff will be assigned at each entrance for screening students as they enter the building. Staff will be assigned to parking lot to help screen students as they get off bus and direct them to appropriate entrance. Stable cohorts will be assigned to a single classroom for the duration of their school day. Cohorts in upstairs classrooms will enter through the west doors and up the back stairs to their classrooms. Downstairs cohorts will enter through the main entrance. Multiple staff will be assigned to hall duty to monitor social distancing as students walk to class. Classroom teachers will also serve as screeners as students enter the room. Any students showing symptoms or reporting symptoms should remain outside the classroom. The teacher will radio the office and a health assistant/nurse/or office staff member will come to the student. Students will be offered hand sanitizer at each building and classroom entrance. Students will wash hands with soap and water upon entering the classroom. Visitors and volunteers will not enter the building at this time. Follow LPHA Advice: REYNOLDS LEARNING ACADEMY and District Operations follow the advice and recommendations of the MESD Nurse Consultant related to any COVID-19 staff or student report filed. REYNOLDS LEARNING ACADEMY also has an assigned MESD school nurse who is available to provide advisement and guidance in collaboration with the Nurse Consultant. Staff/Students Chronic Cough: In consultation with District Operations and the MESD Nurse Consultant, REYNOLDS LEARNING ACADEMY will utilize the "Planning for COVID-19 Scenarios in Schools" toolkit to address any staff or student with exhibit a chronic or baseline cough. -

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Restrict non-essential visitors/volunteers. • Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. • Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. ☒ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See table "*Planning for COVID-19 Scenarios in Schools.*"	Current CDL restrictions will remain in place in the Hybrid model related to non-essential visitors. They will only be allowed into the secure vestibule of the school for registration purposes. The current technology help window will remain in place to serve families on asynchronous learning days.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit. ☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.	

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices. ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings. ☒ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time: • Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;" ○ Students should not be left alone or unsupervised; ○ Designated area or chair should 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 should also wear appropriate Personal Protective Equipment (PPE) for their role. • Additional guidance for nurses and health staff. **Protections under the ADA or IDEA** ☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should 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 should 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. • 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	Face coverings will be required by staff and students. Face mask options will be provided by the building. Students and staff can choose to wear their own or one provided. Face coverings may be removed for eating. Students and staff will remain over 6ft apart any time a face covering is not worn. After students are finished eating, they will wash hands and the area will be wiped. Students needing to remove face covering for any reason will need to move apart from the group. If more than 2 students are needing this support teachers can choose to radio for support or take an outside break. Teachers will address students with reminders to wear face covering as appropriate. Health assistants, nurse, and office staff will need to wear PPE grade equipment when in contact with anyone showing symptoms. For students who require an accommodation to meet the requirement for face coverings, the school team will work closely with the student and family to develop a plan in alignment with ODE guidance to accommodate the student's needs and ensure safety of staff and other students. For students eligible for IEP/504 services who cannot wear a face covering due to the nature of the disability, the school team will work closely with the student and family to develop or amend a plan. The school team will 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, school teams will consider whether the student's inability to consistently wear a face covering or face shield as required is due to a disability. If the school team suspects a disability, the team will proceed through the evaluation and eligibility process. For students who require an accommodation to meet the requirement for face coverings, the school team will work closely with the student and family to develop a plan in alignment with ODE guidance to accommodate the student's needs and ensure safety of staff and other students. For students eligible for IEP/504 services who cannot wear a face covering due to the nature of the disability, the school team will work closely with the student and family to develop or amend a plan. The school team will 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, school teams will consider whether the student's inability to consistently wear a face covering or face shield as required is due to a disability. If the

OHA/ODE Requirements	Hybrid/Onsite Plan
the student's plan including on-site instruction with accommodations or adjustments. 2. Placement determinations cannot be made due solely to the inability to wear a face covering. 3. Plans should include updates to accommodations and modifications to support students. • 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 should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.	school team suspects a disability, the team will proceed through the evaluation and eligibility process. • Students and staff can choose to wear their own or one provided. • Face coverings may be removed for eating. • Students and staff will remain over 6ft apart any time a face covering is not worn. • After students are finished eating, they will wash hands and the area will be wiped. • Students needing to remove face covering for any reason will need to move apart from the group. • Similar to cool down space with limited items and cleaned in between use. If more than 2 students are needing this support teachers can choose to radio for support or take an outside break. • Teachers will address students with reminders to wear face covering as appropriate • Health assistants, nurse, and office staff will need to wear PPE grade equipment when in contact with anyone showing symptoms. • Accommodations needed for face coverings will be considered on an individual basis. An alternate and individualized plan will be written for each student not wearing a face covering. • IEPs will be reviewed. Any student not able to wear a face covering will have an individualized plan to address health and safety actions. • If a student not on an IEP is consistently showing resistance to a face covering an SST meeting for problem solving and consideration of student need (including possibility of impact from a disability) will be considered. • Any staff members needing accommodations should meet with building administration.

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day. ☒ Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. • Consider required physical arrangements to reduce risk of disease transmission. • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.	If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. If arriving at school, notify staff to begin isolation measures. If transporting for dismissal and the student displays an onset of symptoms, notify the school.

OHA/ODE Requirements	Hybrid/Onsite Plan
• Additional guidance for nurses and health staff. ☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. • School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands should 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 should 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.	Staff exhibiting symptoms upon arrival will be directed to return home. If unable, staff will isolate in a designated isolation area until transportation can be arranged.

2. Facilities and School Operations

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

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. ☐ 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.	Office staff will notify Student Outreach Team if a student has been absent for more than 10 days. Student Outreach Team will contact families by phone and conduct home visits when families don't respond. Every effort will be made to locate student and provide appropriate support.

OHA/ODE Requirements	Hybrid/Onsite Plan
• 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 should 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.	Student Outreach Team will meet weekly to review teacher documentation and discuss interventions to re-engage students in school and provide academic, financial, and socio-emotional supports to families as needed.

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). ☐ Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). ☐ Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present. ☐ Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance. ☐ Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home	Attendance will be taken daily for each scheduled class. Teachers will accept assignments and two-way communication regarding academics as evidence of attendance. Student Attendance: REYNOLDS LEARNING ACADEMY will share with parents and students clear and concise district attendance and participation expectations for the hybrid learning model before in person instruction begins. School counselors and social workers assigned to REYNOLDS LEARNING ACADEMY will also support family involvement and students' regular attendance both for the online and in person components of the hybrid model.

OHA/ODE Requirements	Hybrid/Onsite Plan
environment, caregiver's work schedule, and mental/physical health.	

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the ***Ready Schools, Safe Learners*** guidance). ☐ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	Students will continue to use district supplied devices assigned to the student and there will be no sharing of devices. Students will return devices needing return, inventory, updating, or redistributing following social distance guidelines in the office or library. Devices will be isolated in plastic Ziploc bag and accessed by properly safeguarded technicians and cleaned with approved disinfectant.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ **Handwashing:** All people on campus should be advised and encouraged to wash their hands frequently. ☐ **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. ☐ **Events:** Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. ☐ **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. ☐ **Personal Property**: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.	**Handwashing:** handwashing will be taught through a series of mini-lessons, branded with posters, and reinforced with reminders and hand washing scheduling prior to meals and during location transitions. **Equipment:** Any shared equipment will be wiped between use. **Events:** Large gatherings, field trips, etc. will either be canceled or offered virtually. **Transitions/Hallways:** Transitions will be minimized and scheduled to minimize crowding. Visual cues for lining up, standing, and walking direction will be present. **Personal Property**: Items brought will need to be labeled and used for personal use only. Labels will be available in each classroom as needed.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☐ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☐ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the ***Ready Schools, Safe Learners*** guidance). ☐ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. • 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.	Dismissal- Students will exit through the same assigned entrance that they entered through. No more than 2 classrooms will exit at one door at the same time. Staff will supervise hallways and exits during dismissal to ensure social distancing guidelines are followed. Schedules will articulate arrival, dismissal, and transition times. Sign-ins will be designed to minimize any material sharing. Any common sign-in sheet or area will include hand sanitizer. Arrival and dismissal procedures will be published to parents prior to the first day of hybrid learning. Parents driving students will be asked to stay in their vehicle. Staff on duty will ensure students get to the correct entrance. Parents will not enter the building at arrival or dismissal. Late arrivals will all enter through the front office. Teachers walk students to buses and pick-up zones during dismissal

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ **Seating:** Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. ☐ **Materials:** Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. ☐ **Handwashing:** Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately. • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	**Seating:** Furniture will be arranged and marked with a minimum of 35 square feet per person. **Materials:** Students will be designated materials labeled with student names. If materials need to be shared hand sanitizer and wipes will be used between use. **Handwashing:** each class will present a series of handwashing lessons and review lessons, signs will be placed throughout the building, reminders will be shared frequently.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). ☐ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. ☐ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. ☐ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible 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 staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults.	Soap in restroom and hand sanitizers will be checked daily and refilled as needed. If a student leaves their designated classroom, they will wash hands with soap and water upon returning to the classroom. Cleaning requirements will be reviewed by all staff, an implementation plan designating who is responsible for cleaning procedures and duration will be designed and followed in hybrid model. Signage will clearly state current equipment restrictions and availability Staff room use- microwave and refrigerator access will be scheduled. Other areas for the purpose of resting and eating will be designated to honor 6 ft physical distancing. Custodians: Cleaning and disinfecting will be maintained for all areas of the school. Disinfecting of frequently touched surfaces will be performed throughout the day and the school will be disinfected using an electrostatic fogger at night.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Include meal services/nutrition staff in planning for school reentry. ☐ Prohibit self-service buffet-style meals. ☐ Prohibit sharing of food and drinks among students and/or staff. ☐ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. ☐ Staff serving meals and students interacting with staff at mealtimes must wear face shields or face covering (see section 1h of the **Ready Schools, Safe Learners** guidance).	Building administration is working directly with RSD nutrition department to plan for meal offerings. Meals will be delivered to student classrooms during breakfast and lunch. Students will eat in their own classroom. Classified staff and other staff will be utilized for lunch supervision in order to provided duty free lunch for teachers. Student lunch schedules will include handwashing prior to each meal.

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should 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, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.	Designated eating area will be sanitized between cohorts to include touchpoints and tables. Staff serving meals will wear face shields or face coverings. All trays will be sanitized.

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Include transportation departments (and associated contracted providers, if used) in planning for return to service. ☐ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the ***Ready Schools, Safe Learners*** guidance). ☐ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should be done at the time of arrival and departure. • If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. ○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. • If arriving at school, notify staff to begin isolation measures. ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. ☐ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. ☐ Drivers wear face shields or face coverings when not actively driving and operating the bus. ☐ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings). ☐ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the ***Ready Schools, Safe Learners*** guidance to transportation settings.	Building administration will work directly with transportation to plan safe arrival/dismissal and transportation options. Students will ride in cohorts of 28 Students will be seated 6 ft. from driver- Seats are marked for proper distancing as a visual aid to assist students while loading Bus drivers will maintain attendance logs for contact tracing Buses will be cleaned between cohorts. Loading and unloading protocols will include visual screening, Students displaying symptoms will wear a face covering, will be placed 6 ft apart from other riders and seated in the first row to ensure exit from bus first. and multiple windows should be opened to allow for fresh air circulation, if feasible. Bus driver will call school office to notify of possible symptomatic student. Drivers will wear face coverings while student enter and exit bus. Transportation details to include bus stop guidelines will be provided to parents prior to the start of hybrid model. Students will be required to wear face coverings staring on the school bus.

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC	Clean and Sanitize: Cleaning and disinfecting will be maintained for all areas of the school. Disinfecting of frequently touched surfaces will be performed by custodians throughout the day and the school will be disinfected using an electrostatic fogger at night.

OHA/ODE Requirements	Hybrid/Onsite Plan
guidance) environments, including classrooms, cafeteria settings and restrooms. ☐ Clean and disinfect playground equipment at least daily or between use as much as possible 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 should 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 should, to the extent possible, increase natural ventilation by opening windows and doors before students arrive and after students leave, and while students are present. ☐ 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 should 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 should 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).	Disinfectants will be properly labeled and stored away from students. RSD operations department will choose appropriate products to use around students and staff. Disinfectant being used in fogger is Bioesque Botanical Disinfectant Solution: ○ EPA List N Registered Broad-Spectrum Disinfectant ○ Kills 99.9% of Bacteria, Viruses, Fungi & Molds ○ No Personal Protective Equipment (PPE) Needed ○ Botanically Derived Active Ingredient School HVAC systems are being maintained to ensure efficient performance and air exchange rate. Where equipment can maintain required balancing, the MERV rating of the filtration will be increased. Custodians: According to checklist will clean assigned areas. Classrooms and offices are disinfected using electrostatic fogger. School HVAC systems are being evaluated to upgrade their performance and increase the air exchange rate and the MERV filtration rating where appropriate.

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ OAR 581-022-2220 Health Services, requires districts to "maintain a prevention-oriented health services program for all students" including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. ☐ Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	The health office will be used as an isolation room. When used as isolation, signs will identify use. Area will be disinfected after use. REYNOLDS LEARNING ACADEMY admin will continue to work directly with health care professionals to determine health service priorities.

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: • Contact tracing	Not applicable

OHA/ODE Requirements	Hybrid/Onsite Plan
• 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.	

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. • At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. • Fire drills must be conducted monthly. • Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. • Safety 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 should 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 should 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).	In hybrid model, each cohort of students will receive instruction on emergency procedures (fires, earthquakes, and safety threats) each month, engage in monthly fire drills, engage in at least two earthquake and safety threat drills throughout the year. Evacuation maps will take into consideration physical distancing when able. In the case that physical distancing is not manageable the drill will be completed in less than 15 minutes. All staff will be trained on safety drills prior to the first day of hybrid model. Students will wash hands or use sanitizer after a drill.

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ 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.	

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills. ☐ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. ☐ Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year. ☐ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes) and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors. ☐ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. ☐ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues. ☐ Plan for the impact of behavior mitigation strategies on public health and safety requirements: • Student elopes from area ○ If staff need to intervene for student safety, staff should: ● Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in behavior that requires them to be isolated from peers and results in a room clear. ○ If students leave the classroom: ● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff ● Ensure physical distancing and separation occur, to the maximum extent possible. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.	Students showing lagging skills will be offered supporting, instruction, and skill-building training to include collaborative problem solving and restorative dialogue where appropriate. Teachers and other support staff will be trained to offer this support to students. Teachers and support staff will work together to determine the best time and location to offer student support to consider students safety and learning environment. Teachers will plan proactive measures to reduce known triggers Teachers will adjust and ask for support as needed as unexpected triggers of behaviors occur. Identified staff will receive training (Mandt, Trillium, Trauma informed care trainings) to support de-escalation, lagging skill instruction, and alternatives to restraint and seclusion. Support team will create a written plan prior to hybrid to address the follow situations with safety and support in mind: • Student eloping from area • Staff intervention for struggling student • Unexpected interaction with another cohort • Room clear • Physical aggression student to student • Physical aggression student to adult This plan will include proactive and responsive efforts and include disinfecting areas/equipment and communication plan following any of the above events. Face shields may be cleaned and disinfected by instructional staff. Personal face coverings should be taken home and laundered (disposable face coverings are available for staff and students).

OHA/ODE Requirements	Hybrid/Onsite Plan
• Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior). ○ If staff need to intervene for student safety, staff should: ● Maintain student dignity throughout and following the incident. ● Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. ☐ Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space. **Protective Physical Intervention** ☐ Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the ***Ready Schools, Safe Learners*** guidance: Cleaning, Disinfection, and Ventilation).	

3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Review the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☐ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	REYNOLDS LEARNING ACADEMY staff will be familiar with "Planning for COIVD-19 scenarios in School." REYNOLDS LEARNING ACADEMY administrative staff will be well versed in applying the practices in "Planning for COVID-19 scenarios in School." Coordinate with LPHA: District Operations has established communication and reporting protocols for all students and staff with MESD Nursing Services and Multnomah Department of Public Health.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☐ Ensure continuous services and implement Comprehensive Distance Learning. ☐ Continue to provide meals for students.	REYNOLDS LEARNING ACADEMY staff will be familiar with "Planning for COIVD-19 scenarios in School." REYNOLDS LEARNING ACADEMY administrative staff will be well versed in applying the practices in "Planning for COIVD-19 scenarios in School." In response to an outbreak, all REYNOLDS LEARNING ACADEMY students will be offered Comprehensive Distance Learning.

OHA/ODE Requirements	Hybrid/Onsite Plan
	Reynolds School District will be offered meal services during any closures due to COVID-19 impact.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☐ Clean, sanitize, and disinfect surfaces (e.g., playground equipment, 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.	REYNOLDS LEARNING ACADEMY staff will be familiar with "Planning for COIVD-19 scenarios in School." REYNOLDS LEARNING ACADEMY administrative staff will be well versed in applying the practices in "Planning for COIVD-19 scenarios in School." REYNOLDS LEARNING ACADEMY will clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. REYNOLDS LEARNING ACADEMY administration and planning committee will consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools from any transitions for CDL to hybrid.

ASSURANCES

This section must be completed by any public school that is providing instruction through On-Site or Hybrid Instructional Models.
Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section unless the school is implementing the* Limited In-Person Instruction *provision under the Comprehensive Distance Learning guidance.
This section does not apply to private schools.

☐ We affirm that, in addition to meeting the requirements as outlined above, our school plan has met the collective requirements from ODE/OHA guidance related to the 2020-21 school year, including but not limited to requirements from:

- Sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance,
- The ***Comprehensive Distance Learning*** guidance,
- The ***Ensuring Equity and Access: Aligning Federal and State Requirements*** guidance, and
- ***Planning for COVID-19 Scenarios in Schools***

☐ We affirm that we cannot meet all of the collective requirements from ODE/OHA guidance related to the 2020-21 school year from:

- Sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance,
- The ***Comprehensive Distance Learning*** guidance,
- The ***Ensuring Equity and Access: Aligning Federal and State Requirements*** guidance, and
- ***Planning for COVID-19 Scenarios in Schools***

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

4. Equity

5. Instruction

6. Family, Community, Engagement

7. Mental, Social, and Emotional Health

8. Staffing and Personnel

Assurance Compliance and Timeline

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

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

OREGON DEPARTMENT OF EDUCATION

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OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Reynolds Middle School
Key Contact Person for this Plan	Shaunice Silas
Phone Number of this Person	503-665-8166 x 3421
Email Address of this Person	ssilas@rsd7.net
Sectors and position titles of those who informed the plan	Hybrid Planning Committee, Dawn McCollum MESD, Safety Team
Local public health office(s) or officers(s)	Lisa Jones - 907-250-6016 Reynolds School District- Reynolds Middle School Multnomah Education Service District- MESD ljones@mesd.k12.or.us
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Darryl Coppedge, Sara Idle
Intended Effective Dates for this Plan	
ESD Region	MESD

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

[1] For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.
[2] For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.
[3] Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a government-to-government basis.

3. Indicate which instructional model will be used.

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

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-19 in the initial template) and submit online. (https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

In completing this portion of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Here is a link to the overview of CDL Requirements. Please name any requirements you need ODE to review for any possible flexibility or waiver.

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.

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

0. Community Health Metrics

METRICS FOR ON-SITE OR HYBRID INSTRUCTION

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

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

☐ The school currently meets the exceptions required to provide in-person person education for students in grades K-3 (see section 0d(1) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required to provide limited in-person instruction for specific groups of students (see section 0d(2) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required for remote or rural schools in larger population counties to provide in-person instruction (see section 0d(3) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required for smaller population counties to provide in-person instruction (see section 0d(4) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required for schools in low population density counties (see section 0d(5) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required for small districts to provide in-person instruction (see section 0d(6) of the ***Ready Schools, Safe Learners*** guidance).

1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Implement measures to limit the spread of COVID-19 within the school setting. ☐ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. ☒ Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. ☐ Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. ☒ Process and procedures established to train all staff in sections 1 - 3 of the ***Ready Schools, Safe Learners*** guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. ☐ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. ☒ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. ☐ Process to report to the LPHA any cluster of any illness among staff or students. ☐ Protocol to cooperate with the LPHA recommendations. ☐ Provide all logs and information to the LPHA in a timely manner. ☒ Protocol for screening students and staff for symptoms (see section 1f of the ***Ready Schools, Safe Learners*** guidance). ☒ Protocol to isolate any ill or exposed persons from physical contact with others. ☒ 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	Communicable Plan: The school has developed a Communicable Disease Management Plan based on a school-site template provided by MESD School Nursing Services, as well as requirements noted in the Ready Schools Safe Learners Guidance Document. LPHA Staff: Heather Godsey, MESD Nurse Consultant hgodsey@mesd.k12.or.us 503-257-1709; Lisa Jones - 907-250-6016 ljones@mesd.k12.or.us Protocol Notify LPAH: All suspected or confirmed cases of COVID-19 or instances of COVID-19 exposure in RSD employees, students, contractors, and visitors to district sites are reported to RSD through a COVID-19 Case Online Reporting Form to ensure that precautionary steps can be taken to prevent the spread of the virus and that the MESD District Nurse Consultant coordinates appropriate notifications and recommendations with Multnomah County Health Department. Plans Disinfection: Custodial staff follow an established schedule to ensure areas used are systematically disinfected per the CDC's guidance on disinfecting public spaces. Process Report to LPBHA: All suspected or confirmed cases of COVID-19 or instances of COVID-19 exposure in RSD employees and student are reported to RSD and MESD School Nursing through a COVID-19 Case Online Reporting Form Protocol Cooperate: The MESD Nurse Consultant provides recommendations to District Operations and sites reporting possible exposure through an established COVID-19 Online Reporting Form. Provide Logs: Logs and information are reported in a timely manner through the RSD-MESD COVID-19 Case Online Reporting Form. Protocol Isolate: As part of its Communicable Disease Plan, Reynolds Middle School has identified an area to isolate any ill or exposed persons from physical contact with others. Protocol Communicate: In accordance with the Oregon School Nurses' Association; Communicable Disease School Communication Protocol, Reynolds Middle School follows the recommendations of the MESD Nurse Consultant, based on her investigation of the reported case, on any required communication with/notification to students or staff who may be impacted by the reported potential COVID-19 case. Protocol Itinerant/District Staff: RMS has established a process to ensure all itinerant and all district staff are logged in and out, including areas visited and with whom they were in contact. All district staff also are required to swipe their ID badge upon entry into any building, which also provides an additional record if needed. Process Consult with LPHA: District Operations and MESD Nursing Services have developed a process for schools to report and consult, including additional cleaning and possible classroom or program closure. Potential Outbreaks: In consultation with District Operations and the MESD Nurse Consultant, RMS will utilize the "Planning for COVID-19 Scenarios in Schools" toolkit to respond to potential outbreaks,

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. ☒ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site. ☐ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19. ☐ Protocol to respond to potential outbreaks (see section 3 of the ***Ready Schools, Safe Learners*** guidance).	including, but not limited to, required notifications, cleaning and possible classroom or program closure. The school has organized students and staff into stable cohorts per the recommended guidelines. Required Components of logs: Reynolds Middle School will ensure that logs will include the required components. Protocol keep daily logs: Reynolds Middle School will ensure that daily logs are kept and archived for contract tracing to assist the MESD Nurse Consultant as needed. Reynolds Middle School has established a process to ensure all itinerant and all district staff are logged in and out, including areas visited and with whom they were in contact using a QR code. All district staff also are required to swipe their ID badge upon entry into any building, which also provides an additional record if needed. Process Consult with LPHA: District Operations and MESD Nursing Services have developed a process for schools to report and consult, including additional cleaning and possible classroom or program closure. Potential Outbreaks: In consultation with District Operations and the MESD Nurse Consultant, Lisa Jones will utilize the "Planning for COVID-19 Scenarios in Schools" toolkit to respond to potential outbreaks, including, but not limited to, required notifications, cleaning and possible classroom or program closure. Custodial will close off affected area; provide increased ventilation of area if possible; stay out of the closed area as long as possible; disinfect closed area(s) using fogger. Protocol Screening Staff and Students: Reynolds Middle School has developed plans and procedures to ensure proper daily and effective screening before students and staff enter school by having evaluated our physical layout, doorways and other options. ▪ Classroom sanitization (please included bulleted list of what counts as "sanitization") will occur each day when students are not present. ▪ Classroom touch-point areas (door handles, sink handles, etc) will be wiped down throughout the day as needed. ▪ Teachers (following safety protocols) and custodians will both work to wipe areas of the classroom that are highly used. Students may use wipes (currently limited available) but may not use the current spray formula (following directions on bottle) ▪ Students will have their own labeled supplies. Any shared supplies will be "sanitized" between use. ▪ Students will be assigned an arrival/dismissal building access point to limit exposure to large group of students. Any entrance with more than one classroom assigned will have a safety protocol defined and posted. ▪ Prior to return to the building parents, students, and staff will be informed of the arrival/dismissal protocols and expectations. ▪ Late arrivals will all come through the front entrance. ▪ Classrooms in each designated hallway will be assigned bathroom for one use only. ▪ Staff restroom protocol (to come) - The principal will ensure proper guidance (signage, branding, training, messaging home

OHA/ODE Requirements	Hybrid/Onsite Plan
	and school) to ensure physical distancing is utilized to keep all participants safe. – ▪ All RMS staff has the authority to support and reinforce physical distancing requirement. (Keeping language soft and supportive ▪ Prior to in building return, RMS administration will train all staff in sections 1-3 of Ready School, Safe Learners details. - Signs will be posted in common areas to signify when the area was last used and last cleaned. Examples-If a class were to enter the library for use, they would document on paper date and time of entrance. Then when the area is sanitized custodian will date and sign it was sanitized and ready for next use. ▪ Staff walking through the entrance of the school will serve as self-reporting that they are meeting health guidelines to work. ▪ Restoration classroom will be used for isolation areas as needed. ▪ Documentation will be used to identify the area when in use. ▪ Thorough sanitization will occur prior to and after use for isolation space. ▪ If a potential case is presented at RMS we will send home a standard letter, autodialer (email and phone messages), and classroom level remind (message referencing letter). Content will include an optional zoom for further information. ▪ Provide a standard protocol for families so they are aware of the process if a student needs to be sent home.

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. **Medically Fragile, Complex and Nursing-Dependent Student Requirements** ☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services: 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. ☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address	The Reynolds School District has selected the Hybrid Instructional Model to ensure that all of its schools can serve its students in high-risk populations. Reynolds Middle School will operate according to the Hybrid Instructional Model. Reynolds School District (RSD) contracts with Multnomah Education Service District's (MESD) School Health Services department to provide nursing services to medically fragile, complex and nursing-dependent students aligned with the mandated ratios identified in ORS 336.201. In addition, RSD has prioritized staffing levels to also provide preventive nursing services for the general population of students. RSD currently has eight (8) registered nurses and one (1) school health assistant providing nursing services for the medically fragile, complex, and general population students. RSD also has contracted for three (3) nursing positions to support current nursing dependent students. RSD is working with our school health providers to update the various health services in the district (nursing, speech language pathology, occupational therapy, physical therapy, and behavioral and mental health services. These updates are to align health management plans, care plans, IEPs and 504s with current health care considerations. ▪ Individual student plans for medically fragile students will be written and maintained by identified school nurse in partnership with staff and school administrators. – ▪ Signs will be placed at the entry of each space to identify the maximum occupancy in consideration of 35 square feet per person. The sign will also reflect the current/attendance number.

OHA/ODE Requirements	Hybrid/Onsite Plan
individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law: • Communicate with parents and health care providers to determine return to school status and current needs of the student. • Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. • Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. • The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. • Service provision should consider health and safety as well as legal standards. • Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers. • Work with an interdisciplinary team to meet requirements of ADA and FAPE. • High-risk individuals may meet criteria for exclusion during a local health crisis. • Refer to updated state and national guidance and resources such as: ○ U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020. ○ ODE guidance updates for Special Education. Example from March 11, 2020. ○ OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education.' ○ OAR 333-019-0010 Public Health: Investigation and Control of	

OHA/ODE Requirements	Hybrid/Onsite Plan
Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.	

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom 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. ☒ 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 (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 should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.	Schedule Modifications: Reynolds Middle School will establish stable cohorts of students as part of its schedule modifications to limit the number of students in the building. Cohorts will attend on only specific days. The school's reopening team has identified specific ingress and egress points for designated grade levels; those grade level cohorts will only use one designated ingress and egress point throughout the day. Plan for Students Additional Support: School administrators, counselors, social workers, educational assistants and other support staff will work with students who need additional support in maintaining physical distancing requirements. ▪ Signs will be placed throughout the hallways and classrooms as reminders of 6 ft social distance requirements. ▪ Instruction will be planned to allow for 6 ft distancing for all activities. ▪ Any anticipated areas where a line might occur will be marked for distance. ▪ Cohorts will be designed to accommodate no more than 50% of the school population each day. ▪ All students will receive initial instruction on physical distancing. All staff will reinforce message. ▪ Videos will be created and available to reinforce the message as well. - Staff will be required to honor physical distancing.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. ☒ 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 disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.	Stable Cohorts: Reynolds Middle School will establish stable cohorts of students as part of its schedule modifications to limit the number of students in the building. Reynolds Middle School has measured and planned for 35 square feet per person, including staff, in its classrooms. System Daily Logs: Reynolds Middle School will be maintaining daily logs for each student/cohort for the purpose of contract tracing. Reynolds Middle School will ensure that logs will include the required components. Cleaning and disinfecting: According to the custodial daily schedule, custodians will disinfect areas when a cohort leaves an area. Example: Cohort leaves cafeteria, custodian will disinfect tables using disinfectant and flat mop; cohort returns to class after recess, custodian wipes play structure. ▪ Students will be placed in stable classroom cohorts of no more than 16-18 students.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers. ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	▪ 6th Grade has a total of 10 cohorts ▪ 7th Grade has a total of 12 cohorts ▪ 8th Grade has a total of 8 cohorts ▪ Bus cohorts will be established based on classroom cohort assignments. ▪ Students will not be a part of any one cohort or cross cohorts that exceed 100 people. - Attendance, and area records will serve as tracing. - Utilizing scheduled restroom breaks and individual restrooms will minimize interactions. ▪ Teachers and custodians will disinfect surfaces throughout the day as needed. - All student will have access to general education and peers ▪ Support services will happen as an integrated part of the classroom when possible. ▪ Staff will be required to wash hands when moving between different cohorts. - Staff will be assigned sections of Safe Schools specific to Covid 19 at the beginning of the school year.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. ☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. • The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). ☒ Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. ☒ Provide all information in languages and formats accessible to the school community.	Communicate Start On-Site Instruction; The building administrator and School Safety Team will provide training for staff at the start of on-site instruction and periodically to review the required infection control measures. Additionally, all district employees were required to complete by October 31, 2020 several modules of Safe School training on the prevention of COVID-19 in the school setting. Develop Confirmed Case: In accordance with the Oregon School Nurses' Association Communicable Disease School Communication Protocol, Reynolds Middle School follows the recommendations of the MESD Nurse Consultant, based on her investigation of the reported case, on any required communication with/notification to students, families or staff who may be impacted by the reported potential COVID-19 case. Develop Protocols Immediately: In consultation with District Operations and the MESD Nurse Consultant, Reynolds Middle School will utilize the "Planning for COVID-19 Scenarios in Schools" toolkit to respond to potential outbreaks, including, but not limited to, required notifications, cleaning and possible classroom or program closure. ▪ Anyone who has come in contact with a confirmed case per the definition will receive a phone call from administrator and/or nurse. ▪ An autodialer and letter will be generated for communicating a confirmed case. ▪ Anyone in close contact with the case will be contacted by phone. ▪ Health information will be provided in languages and format accessible to the school community. ▪ Staff will receive notification and details for any potential health concerns and details of who received communication

1f. ENTRY AND SCREENING

☒ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms**,** or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows: • Primary symptoms of concern: cough, fever (*temperature* greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. • Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. • In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. • Emergency signs that require immediate medical attention: ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face (lighter skin); greyish lips or face (darker skin) ○ Other severe symptoms ☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health. • Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the ***Ready Schools, Safe Learners*** guidance) and sent home as soon as possible. See table *"Planning for COVID-19 Scenarios in Schools."* • Additional guidance for nurses and health staff. ☐ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See table *"Planning for COVID-19 Scenarios in Schools."* ☐ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. ☒ 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.	Screen all students and staff: Reynolds Middle School has developed plans and procedures to ensure proper daily and effective screening before students and staff enter school. School bus drivers have been trained on screening students when they enter the bus and have been trained on how to support a student who may be exhibiting symptoms. Follow LPHA Advice: Reynolds Middle School and District Operations follow the advice and recommendations of the MESD Nurse Consultant related to any COVID-19 staff or student report filed. Reynolds Middle School also has an assigned MESD school nurse who is available to provide advisement and guidance in collaboration with the Nurse Consultant. Staff/Students Chronic Cough: In consultation with District Operations and the MESD Nurse Consultant, Reynolds Middle School will utilize the "Planning for COVID-19 Scenarios in Schools" toolkit to address any staff or student with exhibit a chronic or baseline cough. • Anyone not able to answer health questions should stay home or be directed to go back home. – • Parents are the initial screener for students and should not send students to school who are showing signs or symptoms. • School will send home health screening questions for parent review and consideration. • Bus drivers should alert staff if there are any students on the bus who are showing symptoms. • Staff will meet the bus and get students to isolation ASAP. • Classroom staff will also serve as screeners as students enter the room. Any students showing symptoms or reporting symptoms should remain outside the classroom. The teacher will radio the office and a health assistant/nurse/or office staff member will come to the student. • Students will be offered hand sanitizer at each building entrance. - Visitors and volunteers will not enter the building at this time.

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Restrict non-essential visitors/volunteers. • Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. • Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. ☒ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See table "*Planning for COVID-19 Scenarios in Schools.*" ☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit. ☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.	

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices. ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings. ☒ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time: • Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;" ○ Students should not be left alone or unsupervised; ○ Designated area or chair should 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 should also wear appropriate Personal Protective Equipment (PPE) for their role. • Additional guidance for nurses and health staff. **Protections under the ADA or IDEA** ☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should 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 should not be left alone or unsupervised.	For students who require an accommodation to meet the requirement for face coverings, the school team will work closely with the student and family to develop a plan in alignment with ODE guidance to accommodate the student's needs and ensure safety of staff and other students. For students eligible for IEP/504 services who can not wear a face covering due to the nature of the disability, the school team will work closely with the student and family to develop or amend a plan. The school team will 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, school teams will consider whether the student's inability to consistently wear a face covering or face shield as required is due to a disability. If the school team suspects a disability, the team will proceed through the evaluation and eligibility process. • Students and staff can choose to wear their own or one provided. • Face coverings may be removed for eating. • Students and staff will remain over 6ft apart any time a face covering is not worn. • After students are finished eating they will wash hands and the area will be wiped. • Students needing to remove face covering for any reason will need to move apart from the group. • Similar to cool down space with limited items and cleaned in between use. If more than 2 students are needing this support teachers can choose to radio for support or take an outside break. • Teachers will address students with reminders to wear face covering as appropriate • Health assistants, nurse, and office staff will need to wear PPE grade equipment when in contact with anyone showing symptoms.

OHA/ODE Requirements	Hybrid/Onsite Plan
• 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. • 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. Placement determinations cannot be made due solely to the inability to wear a face covering. 3. Plans should include updates to accommodations and modifications to support students. • 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 should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.	• Accommodations needed for face coverings will be considered on an individual basis. An alternate and individualized plan will be written for each student not wearing a face covering. • IEPs will be reviewed. Any student not able to wear a face covering will have an individualized plan to address health and safety actions. • If a student not on an IEP is consistently showing resistance to a face covering an SST meeting for problem solving and consideration of student need (including possibility of impact from a disability) will be considered. • Any staff members needing accommodations should meet with building administration.

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day. ☒ Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. • Consider required physical arrangements to reduce risk of disease transmission. • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. • Additional guidance for nurses and health staff. ☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. • School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands should 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 should 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.	• If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. ○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. • If arriving at school, notify staff to begin isolation measures. • If transporting for dismissal and the student displays an onset of symptoms, notify the school. Staff exhibiting symptoms upon arrival will be directed to return home. If unable, staff will isolate in a designated isolation area until transportation can be arranged.

2. Facilities and School Operations

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

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. ☒ 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 should 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.	All students will be enrolled following the Oregon Department of Education guidelines. • Office staff will notify teachers if a student has been absent for more than 10 days. • Teacher will contact families weekly for 3 weeks. Then attendance committee will take over weekly check-ins. • Teachers will work in PLCs to determine contact with students who have been absent 5 consecutive days. • Attendance policy • Pre-excused students would be turned over to the attendance committee. • Office staff will notify Student Outreach Team if a student has been absent for more than 10 days. • Engagement Team will contact families by phone and conduct home visits when families don't respond. Every effort will be made to locate student and provide appropriate support. • Teachers will work in PLCs and document any student who misses 4 consecutive days of school. Engagement Team will meet weekly to review teacher documentation and discuss interventions to re-engage students in school and provide academic, financial, and socio-emotional supports to families as needed.

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). ☒ Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). ☐ Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present. ☐ Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance. ☐ Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.	Student Attendance: Reynolds Middle School will share with parents and students clear and concise district attendance and participation expectations for the hybrid learning model before in person instruction begins. School counselors and social workers assigned to Reynolds Middle School will also support family involvement and students' regular attendance both for the online and in person components of the hybrid model. • Attendance will be taken each day according to current attendance guidelines: two-way communication, receipt of assignment • Parents will be provided attendance adjustments in writing based on hybrid prior to the first day of hybrid learning. Teachers will accept assignments and two-way communication regarding academics as evidence of attendance. Student Attendance: RMS will share with parents and students clear and concise district attendance and participation expectations for the hybrid learning model before in person instruction begins. School counselors and social workers assigned to RMS will also support family involvement and students' regular attendance both for the online and in person components of the hybrid model.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the ***Ready Schools, Safe Learners*** guidance). ☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	• Students will continue to use district supplied devices assigned to the student and there will be no sharing of devices. • Students will return devices needing return, inventory, updating, or redistributing following social distance guidelines in the office or library. • Devices will be isolated in plastic Ziploc bag and accessed by properly safeguarded technicians and cleaned with approved disinfectant.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Handwashing:** All people on campus should be advised and encouraged to wash their hands frequently. ☒ **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	Equipment in need of sanitizing is identified and placed on the custodian's schedule. Equipment with multiple users per day will be sanitized by instructional staff who have been provided with the proper disinfecting supplies. (Equipment left in the classrooms will be

OHA/ODE Requirements	Hybrid/Onsite Plan
meetings and other large gatherings to meet requirements for physical distancing. ☒ **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. ☒ **Personal Property**: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.	disinfected each night by the fogger.) Personal Property: Reynolds Middle School has established policies for personal property being brought to school. Policies related to personal property and other COVID-19 prevention guidelines will be communicated with parents and students before in person learning begins. Handwashing: handwashing will be taught through a series of mini-lessons, branded with posters, and reinforced with reminders and hand washing scheduling prior to meals and during location transitions. Events: Large gatherings, field trips, etc. will either be canceled or offered virtually. Transitions/Hallways: Transitions will be scheduled to minimize crowding. Visual cues for lining up, standing, and walking direction will be present. Personal Property: Items brought will need to be labeled and used for personal use only. Labels will be available in each classrooms as needed.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☒ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the ***Ready Schools, Safe Learners*** guidance). ☐ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. • 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.	Create Schedule: Reynolds Middle School has created a schedule based on stable cohorts and will communicate the schedule and arrival/dismissal times with parents and students before in person learning begins. Accurate Sign In/Sign Out: Reynolds Middle School has developed accurate sign-in/sign-out procedures for students and staff to help facilitate contract tracing. Hand sanitizer and other appropriate prevention measures will be taken during the sign-in/sign-out procedures. Arrival- Bus cohorts will be excused one bus at a time. Students will walk to their designated entrance. Entrances will be designated by classrooms. External classroom doors will be used where available. Others will be assigned an external door. No more than 2 classrooms will enter at one door. Teachers will meet students at entrance to help keep physical distance and conduct visual screenings. Schedules will articulate arrival, dismissal, and transition times. Sign-ins will be designed to minimize any material sharing by using QR coding. Any common sign-in sheet or area will include hand sanitizer. Arrival and dismissal procedures will be published to parents prior to the first day of hybrid learning. Parents driving students will be asked to stay in their vehicle staff on duty will ensure students get to the correct entrance. Parents walking students to school will connect students with staff member at drop area. Parent will not enter the building at arrival or dismissal. Late arrivals will all enter through the front office. Office staff will help support student arrival information. Designated staff will walk students to buses and pick-up zones

OHA/ODE Requirements	Hybrid/Onsite Plan

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Seating:** Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. ☒ **Materials:** Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. ☒ **Handwashing:** Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately. • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	• Seating: Furniture will be arranged and marked with a minimum of 35 square feet per person. • Materials: Students will be designated materials labeled with student names. If materials need to be shared hand sanitizer and wipes will be used between use. • Handwashing: each class will present a series of handwashing lessons and review lessons, signs will be placed throughout the building, reminders will be shared frequently

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). ☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. ☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. ☒ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible 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 staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults.	• AM/PM Custodians: Cleaning and disinfecting will be maintained for all areas of the school. Disinfecting of frequently touched surfaces will be performed throughout the day and the school will be disinfected using an electrostatic fogger at night. • Outdoor equipment: According to their daily schedule, custodians will disinfect play structures by wiping between cohorts. • Soap in restroom and hand sanitizers will be checked daily and refilled as needed. • Handwashing will be scheduled in transitions from outdoors. Schedules will be designed to ensure only one cohort in an outdoor area at a time. • Cleaning requirements will be reviewed by all staff, an implementation plan designating who is responsible for cleaning procedures and duration will be designed and followed in hybrid model. • Signage will clearly state current equipment restrictions and availability Reynolds Middle School will work with our wellness teachers to receive professional development specific to student movement within cohorts. • When outdoor equipment is available for use, it will be cleaned per CDC guidelines. Outdoor use will be scheduled with additional time in-between groups for cleaning. • Teacher cohort pods will be developed for Staff use- microwave and refrigerator access will be scheduled. Other areas for the purpose of resting and eating will be designated to honor 35sq ft physical distancing.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include meal services/nutrition staff in planning for school reentry. ☒ Prohibit self-service buffet-style meals. ☒ Prohibit sharing of food and drinks among students and/or staff. ☒ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. ☒ Staff serving meals and students interacting with staff at mealtimes must wear face shields or face covering (see section 1h of the **Ready Schools, Safe Learners** guidance). ☒ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should 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, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.	• Nutrition Services is working directly with each school to develop a plan specific to the needs of that school to ensure the cleaning and sanitizing of meal touch-points. • Custodians will ensure the cleaning and disinfecting of tables between meal periods, e.g., sanitizing cafeteria tabletops using short-handled flat mops and disinfectant or using disposable table coverings changed between each meal period. **Breakfast Scenarios** Breakfast served as student enters building: • As students enter building tables are set up at each entry way. This is a breakfast in the classroom model. • Meals are accounted for per nutrition regulations as student selects meal and head to their class • students select meal and carries it to the classroom • When kids get to classrooms they set down their meal on their desk and then wash their hands or use sanitizer and return to desk and have their breakfast. • When bell rings all but 1 station will be closed and cleaned up. 1 station will stay open for 15 minutes after the bell rings for our SSA requirement. Station will be at main entrance to serve tardy students as they check into office. They will take the meal to classroom to eat. • We will use our EAs, SMTs and Noon/aids to help support • Area in cafeteria for late students to have meals. **Lunch Scenarios** Lunch served in each grade pod: • Students will get meal in each pod (cohort) and eat in the classroom. • Nutrition will deliver meals on carts in totes to each pod. • Students will wash their hands with soap and water or will use sanitizer before eating. • Classroom within the pod will be released on a staggered basis to keep social distancing requirements. • Will use EA and Noon Aides for counting and claiming • Sanitation process for classrooms. Collaborate with custodial for standard cleaning after meal protocol • Nutrition will have carts loaded for each classroom. • Students will wash their hands with soap and water or will use sanitizer before eating. • Student ambassadors will come to the cafeteria and retrieve meals for their classroom. • Building support staff will go to each classroom to perform the meal and accounting procedures per nutrition regulations. • Student Ambassadors will return carts to cafeteria for cleaning and sanitizing after the meal period has concluded. • Will use EA, Noon Aides or other designated for counting and claiming • Sanitation process for classrooms. Collaborate with custodial for standard cleaning after meal protocol. • We will use our EAs, SMTs, Noon/aids to help support. Principal will work with custodial staff for cleaning procedures after meals.

OHA/ODE Requirements	Hybrid/Onsite Plan
	· Lunch 1: 4th Period (10 classrooms) – 6th Grade · Lunch 2: 6th Period 12 classrooms) – 7th Grade · Lunch 3: 5th Period, (8 classrooms)—8th Grade 15-18 students per cohort

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service. ☒ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the ***Ready Schools, Safe Learners*** guidance). ☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should be done at the time of arrival and departure. • If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. ○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. • If arriving at school, notify staff to begin isolation measures. ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. ☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. ☐ Drivers wear face shields or face coverings when not actively driving and operating the bus. ☐ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings). ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the ***Ready Schools, Safe Learners*** guidance to transportation settings.	Buses will be sanitized twice daily upon return to bus lot. Driver will conduct targeted cleanings between routes, with a focus on frequently touched surfaces such as, seat backs, seat tops and handrails. If unattended by an adult at the bus stop or while in route to school a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. ○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. If arriving at school, notify staff to begin isolation measures. If transporting for dismissal and the student displays an onset of symptoms, notify the school immediately. Building administration will work directly with transportation to plan safe arrival/dismissal and transportation options. Bus driver will call school office to notify of possible symptomatic student. Drivers will wear face coverings while student enter and exit bus Transportation details to include bus stop guidelines will be provided to parents prior to the start of hybrid model. Students will be required to wear face coverings staring on the school bus.

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms.	• Clean and Sanitize: Cleaning and disinfecting will be maintained for all areas of the school. Disinfecting of frequently touched surfaces will be performed by custodians throughout the day and the school will be disinfected using an electrostatic fogger at night.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Clean and disinfect playground equipment at least daily or between use as much as possible 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 should 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 should, to the extent possible, increase natural ventilation by opening windows and doors before students arrive and after students leave, and while students are present. ☒ 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 should 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 should 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).	• Playground equipment: According to their daily schedule, custodians will disinfect play structures by wiping between cohorts. • Disinfectant being used in fogger is Bioesque Botanical Disinfectant Solution: ○ EPA List N Registered Broad-Spectrum Disinfectant ○ Kills 99.9% of Bacteria, Viruses, Fungi & Molds ○ No Personal Protective Equipment (PPE) Needed ○ Botanically Derived Active Ingredient • School HVAC systems are being maintained to ensure efficient performance and air exchange rate. Where equipment can maintain required balancing, the MERV rating of the filtration will be increased. • PM Custodians: According to checklist will clean assigned areas. Classrooms and offices are disinfected using electrostatic fogger. • School HVAC systems are being evaluated to upgrade their performance and increase the air exchange rate and the MERV filtration rating where appropriate.

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ OAR 581-022-2220 Health Services, requires districts to "maintain a prevention-oriented health services program for all students" including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. ☒ Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	Identified isolation spaces will be designated prior to the start of hybrid model. When used as isolation, signs will identify use. Area will be disinfected after use. Reynolds Middle School admin will continue to work directly with health care professionals to determine health service priorities.

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: • Contact tracing • The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the	Not applicable

OHA/ODE Requirements	Hybrid/Onsite Plan
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.	

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. • At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. • Fire drills must be conducted monthly. • Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. • Safety 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 should 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 should 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).	In hybrid model, each cohort of students will receive instruction on emergency procedures (fires, earthquakes, and safety threats) each month, engage in monthly fire drills, engage in at least two earthquake and safety threat drills throughout the year. Evacuation maps will take into consideration physical distancing when able. In the case that physical distancing is not manageable the drill will be completed in less than 15 minutes. All staff will be trained on safety drills prior to the first day of hybrid model. Students will wash hands or use sanitizer after a drill.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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.	

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills. ☒ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. ☒ Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year. ☒ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors. ☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. ☐ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues. ☐ Plan for the impact of behavior mitigation strategies on public health and safety requirements: • Student elopes from area ○ If staff need to intervene for student safety, staff should: ● Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in behavior that requires them to be isolated from peers and results in a room clear. ○ If students leave the classroom: ● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff ● Ensure physical distancing and separation occur, to the maximum extent possible. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log.	• Students showing lagging skills will be offered supporting, instruction, and skill-building training to include collaborative problem solving where appropriate. • Teachers and other support staff will be trained to offer this support to students. • Teachers and support staff will work together to determine the best time and location to offer student support to consider students safety and learning environment. • Teachers will plan proactive measures to reduce known triggers • Teachers will adjust and ask for support as needed as unexpected triggers of behaviors occur • Self-regulation skills will be taught in each classroom. • Students needing additional support may be offered small group or 1:1 instruction and support in these skills. • Staff will receive training (Trillium, Trauma informed care trainings) to support de-escalation, lagging skill instruction, and alternatives to restraint and seclusion. • Staff will receive training (Trillium, Trauma informed care trainings) support, and reminders in their own self-regulation and resilience. • Create a resource bank for staff • Face shields may be cleaned and disinfected by instructional staff. Personal face coverings should be taken home and laundered (disposable face coverings are available for staff and students).

OHA/ODE Requirements	Hybrid/Onsite Plan
○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior). ○ If staff need to intervene for student safety, staff should: ● Maintain student dignity throughout and following the incident. ● Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. ☒ Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space. **Protective Physical Intervention** ☐ Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the ***Ready Schools, Safe Learners*** guidance: Cleaning, Disinfection, and Ventilation).	

3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review the "*Planning for COVID-19 Scenarios in Schools*" toolkit.	

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	Planning for COVID-19 Scenarios: District Operations has provided the toolkit to all building and district administrators. Reynolds Middle School will provide training to staff on COVID-19 prevention and will review the toolkit prior to the commencement of hybrid/in person learning. Coordinate with LPHA: District Operations has established communication and reporting protocols for all students and staff with MESD Nursing Services and Multnomah Department of Public Health.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☒ Ensure continuous services and implement Comprehensive Distance Learning. ☐ Continue to provide meals for students.	Planning for COVID-19 Scenarios: District Operations has provided the toolkit to all building and district administrators. Reynolds Middle School will provide training to staff on COVID-19 prevention and will review the toolkit prior to the commencement of hybrid/in person learning. Continue Meals: Nutrition Services has worked directly with each school to develop a plan specific to the needs of that school

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☒ Clean, sanitize, and disinfect surfaces (e.g., playground equipment, 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.	• Reynolds School staff will be familiar with "Planning for COIVD-19 scenarios in School." • Reynolds Middle School administrative staff will be well versed in applying the practices in "Planning for COIVD-19 scenarios in School." • Reynolds Middle School will clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. • Reynolds administration and planning committee will consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools from any transitions for CDL to hybrid

ASSURANCES

This section must be completed by any public school that is providing instruction through On-Site or Hybrid Instructional Models.
Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section unless the school is implementing the* Limited In-Person Instruction *provision under the Comprehensive Distance Learning guidance.
This section does not apply to private schools.

☐ We affirm that, in addition to meeting the requirements as outlined above, our school plan has met the collective requirements from ODE/OHA guidance related to the 2020-21 school year, including but not limited to requirements from:

- Sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance,
- The ***Comprehensive Distance Learning*** guidance,
- The ***Ensuring Equity and Access: Aligning Federal and State Requirements*** guidance, and
- ***Planning for COVID-19 Scenarios in Schools***

☐ We affirm that we cannot meet all of the collective requirements from ODE/OHA guidance related to the 2020-21 school year from:

- Sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance,
- The ***Comprehensive Distance Learning*** guidance,
- The ***Ensuring Equity and Access: Aligning Federal and State Requirements*** guidance, and
- ***Planning for COVID-19 Scenarios in Schools***

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

4. Equity

5. Instruction

6. Family, Community, Engagement

7. Mental, Social, and Emotional Health

8. Staffing and Personnel

Assurance Compliance and Timeline

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

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

OREGON DEPARTMENT OF EDUCATION

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OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 10/30/2020

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Rockwood Preparatory Academy, Reynolds School District
Key Contact Person for this Plan	John Nelsen
Phone Number of this Person	503-724-5603
Email Address of this Person	Jnelsen@rockwoodprep.org
Sectors and position titles of those who informed the plan	Danielle Barnard – Principal Maria McCollum – Principal Maria Ramos – Secretary Lexi Lybarger –3rd Grade Teacher Nicole Pescitelli – Kindergarten Teacher Dane Dykeman – 5th Grade Teacher John Ochoa – Custodian John Nelsen – Executive Director
Local public health office(s) or officers(s)	Multnomah County Health Department Patricia Charles-Heathers, Director

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

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

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

	619 NW 6th Ave. Portland, OR 97209 509-988-3674 Jamie Smith, Coordinator, School Health Services Multnomah Education Service District (MESD) 11611 NE Ainsworth Circle Portland, OR 97220 503-257-1732 Cell: 541-279-3136 jsmith2@mesd.k12.or.us
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	John Nelsen
Intended Effective Dates for this Plan	TBD
ESD Region	Multnomah ESD

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

In an effort to ensure equity and serve the diverse needs of our learners and our community, Rockwood Preparatory Academy (RPA) families and staff were surveyed (English and Spanish) via telephone and online poll in July 2020. The survey included opportunities for feedback on Spring 2020 Distance Learning as well as preferences and feedback on Reopening procedures for Fall of 2020. Summary of results:

FAMILY SURVEY RESULTS

- 230 of 276 (83%) of RPA families participated in the survey.
- Delivery Option 1: One-Week-On-one-week-distance learning: 107 votes (39%)
- Delivery Option 2: Two-days-on-three days at home: 91 votes (33%)
- Delivery Option 3: Comprehensive Distance Learning: 32 votes (11%)
- No response: 46 (17%)

*(Some respondents did not answer all of the survey questions)

STAFF SURVEY RESULTS

21 staff members at Rockwood Preparatory Academy responded to the Staff Survey. Staff were asked to express a preference given three instructional delivery options:

- Option 1: Full time in-school/on-site 1 (11%)
- Option 2: Hybrid instructional model to be defined: 8 (89.0%)
- Option 3: Comprehensive Distance Learning: 1 (0%)

*(Some respondents did not answer all of the survey questions)

In addition to the above survey results, the RPA Leadership team met throughout late June and into the first weeks of July to discuss the Oregon Department of Education Guidance Sections 1-8. The Leadership Team agreed that a variety of safety and health concerns would arise from the full-time model, including: -

- -Ability to maintain cohorts with everyone on-site.
- -Safe staggered entry and exit of students per LHA guidelines.
- -Ability to follow behavior and safety plans with limited space per social distancing.
- -Challenges with “pick-up” and “drop-off" entry and exit per high pedestrian traffic on the North, East, and South sides of the building.
- -Ventilation of classrooms as windows are typically kept locked for student safety.
- -High Risk students and Staff not being able to attend.

3. Indicate which instructional model will be used.

   Select One:

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

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-19 in the initial template) and submit online. (https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.
Based on guidance from OHA and Multnomah County, we will be utilizing the Comprehensive Distance Learning model until public health requirements are met to resume a hybrid model.

In completing this portion of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Here is a link to the overview of CDL Requirements. Please name any requirements you need ODE to review for any possible flexibility or waiver.
All guidance has been reviewed and will be implemented during CDL periods.

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.

Rockwood Preparatory Academy will transition to the Hybrid Learning model once COVID-19 cases have decreased and ODE and the LHA approve reentry. Local data will be reviewed weekly to determine timeliness of opportunities for transition.

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

0. Health Metrics for Returning to In-Person Instruction

OPERATING WITHIN THE GENERAL METRICS

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

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

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

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

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

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

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

1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
☒Implement measures to limit the spread of COVID-19 within the school setting. ☒Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the Oregon School Nurses Association (OSNA) COVID-19 Toolkit.	RPA will adhere to the MESD Communicable Disease Management Plan (https://www.multnomahesd.org/shs-communicable-disease.html) as well as the emerging Communicable Disease Guidelines from the Oregon Department of Education and the Oregon Health Authority (https://www.oregon.gov/oha/ph/Pages/index.aspx).

☒Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. ☒Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. ☒Process and procedures established to train all staff in sections 1 - 3 of the ***Ready Schools, Safe Learners*** guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. ☒Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. ☒Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. ☒Process to report to the LPHA any cluster of any illness among staff or students. ☒Protocol to cooperate with the LPHA recommendations. ☒Provide all logs and information to the LPHA in a timely manner. ☒Protocol for screening students and staff for symptoms (see section 1f of the ***Ready Schools, Safe Learners*** guidance). ☒Protocol to isolate any ill or exposed persons from physical contact with others. ☒Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the ***Ready Schools, Safe Learners*** guidance). ☒Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit. ● If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the ***Ready Schools, Safe Learners*** guidance), the daily log may be maintained for the cohort. ● If a student(s) is not part of a stable cohort, then an individual student log must be maintained. ☒Required components of individual daily student/cohort logs include: ● Child's name ● Drop off/pick up time ● Parent/guardian name and emergency contact information ● All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student ☒Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. ☒Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site. ☒Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19. ☒Designate a staff member and process to ensure that the school provides updated information regarding current instructional	COVID-19 Enforcement Lead: John Nelsen, Executive Director Multnomah County Health: https://www.oregon.gov/oha/PH/PROVIDERPARTNERRESOURCES/LOCALHEALTHDEPARTMENTRESOURCES/Documents/Multnomah.pdf RPA will follow emerging Communicable Disease Guidelines from the Oregon Department of Education and the Oregon Health Authority. ***Ready Schools, Safe Learners training*** session(s) will occur during RPA's two-week august in-service (and throughout the year as needed). Training for all new hires will occur throughout the school year. Training will be conducted virtually, if possible, or in small groups to ensure physical distancing is maintained. Screening/Isolation: Visual screening of all students and staff is outlined in 1e below. Potentially symptomatic students will be isolated following guidance outlined in 1h below. Contact Tracing: Daily logs will be kept for each student/cohort and any school staff who moves between buildings/classrooms. Outbreak plan: RPA's Outbreak Protocol is outlined in section 3a. School information reporting process will be completed by John Nelsen.

models and student counts and reports these data in ODE's COVID-19 Weekly School Status system. ☒Protocol to respond to potential outbreaks (see section 3 of the ***Ready Schools, Safe Learners*** guidance).	

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. **Medically Fragile, Complex and Nursing-Dependent Student Requirements** ☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services: 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. ☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law: ● Communicate with parents and health care providers to determine return to school status and current needs of the student. ● Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. ● Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. ● The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. ● Service provision should consider health and safety as well as legal standards. ● Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers. ● Work with an interdisciplinary team to meet requirements of ADA and FAPE. ● High-risk individuals may meet criteria for exclusion during a local health crisis. ● Refer to updated state and national guidance and resources such as: ○ 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.	**Students:** All students identified as medically fragile or at risk by either a physician or by parent/guardian notification, will have the option to be enrolled in hybrid and/or online classes with daily virtual check-ins. Students will also be able to access their teachers during set office hours. Students with specialized needs (IEPs and/or 504 plans) will continue to receive specially designed instruction and/or accommodations through virtual interaction, in the classroom, or in an alternate setting within the school. Students receiving language services or additional service support will continue to receive these supports either virtually or with designate staff in the classroom or in an alternate setting within the school. **Staff:** All staff identifying as 'at risk' either for themselves or their household could have the following options presented to them: ● On-line instruction and support ● Provide tutoring assistance for students virtually ● Weekly staff meetings to address the progress and needs of our at risk/medically fragile students. ● Support Staff (without student/staff contact) The RPA Board will consider leave options as outlined in the OSBA COVID Guidelines. RPA does not have labor bargaining units. **Visitors/Volunteers** ● Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only

○ OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education.' ○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.	

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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. ☒ 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 (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.	**Students attending the Hybrid Model will participate in on-campus instruction on an alternate schedule as indicated below:** ● All students will be assigned to a cohort ● Cohorts (A & B) will attend in-person instruction on alternating weeks (Mon-Thurs) or alternating days (M,T/W,Th) ● Alternate cohorts will participate in distance learning when not present on campus ● All students will participate in distance learning on Fridays **Classroom Social Distancing** In an effort to increase social distancing, classrooms will be limited to 10-18 students based on available square footage and maintaining 35 sq ft per individual. **Staff Professional development/staff gatherings** In an effort to increase social distancing, staff will meet in an area such as the outside, cafeteria, or gym based on available square footage and maintaining 35 sq ft per individual. If this is not feasible, staff will participate in remote web-based meetings. **Hallways:** ● Because the majority of our classrooms have direct egress, student /staff use of halls will be limited to travelling to and from classrooms and restrooms. ● When appropriate and weather permits, staff and students will be encouraged to use outside routes. ● Hallways will be marked with directional signals to increase one-way traffic. ● Students and staff will utilize individual classroom doors (outside entry) to enter and exit and the building Students needing additional support in learning how to maintain appropriate physical distancing will receive additional instruction as needed to remedy deficit. No punitive discipline measures will be applied.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Where feasible, establish stable cohorts: groups shall be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. ● The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools must plan to limit cohort sizes to allow for efficient	Below are the identified stable cohorts to ensure capability for contract-tracing. 1) Kindergarten –5th Grade Classroom Cohorts ● These grade-level cohorts are maintained throughout the year and for each special area (Lunch, PE, etc.) ● Each classroom cohort will be comprised of two groups: Cohort A and Cohort B 2) Speech and Language, Special Education, and English Language Cohorts

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 disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. ☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers. ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	• These stable groups will be maintained based on grouping within grade-level classrooms • Note: In the event the stable cohort is changed, the service provider will need to update the contact-tracing log. **Bathrooms**: Bathrooms stalls will be assigned based on cohort use. BR's will be regularly disinfected and cleaned after each cohort use. A log will be placed in each BR tracking services. **Cleaning:** All classroom supplies, surfaces and PE/recess equipment will be cleaned and sanitized before use by another student or cohort group. Sharing of supplies will be restricted whenever possible

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. ☒ Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19. • The definition of exposure is being within 6 feet of a person who has COVID-19 for at least 15 cumulative minutes in a day. ☒ Develop protocols for communicating immediately with staff, families, and the school community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. ☒ Provide all information in languages and formats accessible to the school community.	A letter will be distributed to staff in August to indicate training and protocols for on-site and online learning sessions. This will include training on infection controls, contact tracing, and social distancing procedures. A letter to students and families will be sent to parents in August to indicate their individual schedule and with the updated student handbook that indicates new procedures and protocols related to infection control and preventing the spread of disease. In the case that a new case(s) of COVID-19 is diagnosed in students or staff members, RPA leadership will: Contact Reynolds School District and the appropriate public health offices, initiate a one-call message to RPA families informing them of the situation. Follow prevailing public health guidelines in communicating with other school and community stakeholders. Routine and frequent communication will be provided to families via Class Dojo, Newsletters, website, etc… Immediate information will be provided via e-mail, text messaging and RPA's one-call system. All information regarding RPA and COVID-19 will be made available in languages and formats accessible to the school community.

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms**,** or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows: • Primary symptoms of concern: cough, fever (temperature of 100.4°F or higher) or chills, shortness of breath, difficulty breathing, or new loss of taste or smell. • Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, *new* nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC.	Arrival and Entry: • Each cohort will be assigned an entrance point (specific door) to the school building • Staff will be present at each entry point to visually screen students for symptoms • Handwashing stations or hand-sanitizer will be placed by each entrance prior to student entrance to classes or students will utilize classroom stations to wash hands for 20 seconds (minimum). Screening Students:

• In addition to COVID-19 symptoms, students must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE Communicable Disease Guidance for Schools.
• Emergency signs that require immediate medical attention:
  ○ Trouble breathing
  ○ Persistent pain or pressure in the chest
  ○ New confusion or inability to awaken
  ○ Bluish lips or face (lighter skin); greyish lips or face (darker skin)
  ○ Other severe symptoms
☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health.
• Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the ***Ready Schools, Safe Learners*** guidance) and sent home as soon as possible. See table "Planning for COVID-19 Scenarios in Schools."
• Additional guidance for nurses and health staff.
☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See table "Planning for COVID-19 Scenarios in Schools."
☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication must be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.
☒ Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.
	Students will be visually screened by the staff. When the screening indicates that a student may be symptomatic, the student is sent home with parent/guardian before entry takes place following established protocol or student will be escorted to the designated health area to follow outlined protocols (see section 1a) if the parent has already left the campus.
	Screening Staff:
	• Staff will be required to report when they may have been exposed to COVID-19
	• Staff are required to self-screen and report when they have symptoms related to COVID-19
	• Staff members are not responsible for screening other staff members for symptoms.
	Ongoing:
	Handwashing stations are available in each classroom. In addition, sanitizing stations will be available at tables, at all entry points, outside of each classroom, near the restrooms, and in the upper hallways.
	
	Daily logs will be placed within each classroom door. All individuals entering the classroom will be added to the log, along with entrance and exit times.
	
	Weekly note: Reminder to parents to report actual symptoms when calling students in sick as part of communication disease surveillance. Any student or staff known to have neem exposed (e.g., by a household member/member of the community) to COVID-19 shall not be allowed on campus until the passage of 14 calendar days after exposure and until symptoms (e.g., fever, cough, shortness of breath, sore throat, headache) have improved.
	*Parents/guardians can provide information regarding existing conditions that cause coughing to be utilized for the purpose of screening, as previously existing coughs that are not worsening are not considered symptomatic of COVID-19

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Restrict non-essential visitors/volunteers. • Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. • Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. ☒ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See table "Planning for COVID-19 Scenarios in Schools." ☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit. ☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.	Persons wishing to speak with school personnel must make an appointment (via telephone or email). In-person meetings will be strongly discouraged in favor of virtual meetings. Visitors will not be allowed to enter RPA or participate in on-site school activities. All meetings will be conducted via Google, Zoom, or via phone conference.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices. Face shields are an acceptable alternative when a person has a medical condition that prevents them from wearing a mask or face covering, when people need to see mouth and tongue motions in order to communicate, or when an individual	Facial coverings Facial coverings are required and will be provided for: • All staff and students • ADA and IDEA accommodations will be determined on an individual basis for those unable to maintain a facial covering within the school environment

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 when a student has a medical condition that prevents them from wearing a mask or face covering, or when people need to see the student's mouth and tongue motions in order to communicate.

☒ Face coverings should be worn both indoors and outdoors, including during outdoor recess.

☒ Group mask breaks" or "full classroom mask breaks" are not allowed. If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:

- Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;"
  - 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.

Protections under the ADA or IDEA:

☐ If any student requires an accommodation to meet the requirement for face coverings, districts and schools must limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:

- Offering different types of face coverings and face shields that may meet the needs of the student.
- Spaces away from peers while the face covering is removed; students must not be left alone or unsupervised.
- Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease.
- Additional instructional supports to effectively wear a face covering.

☒ For students with existing medical conditions and a physician's orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny any in-person instruction.

☒ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020, or the current plan in effect for the student if appropriately developed after March of 2020.

- If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school or district must:
  1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments.

- Face coverings will be removed for eating. Students and staff will remain over 6ft apart any time a face covering is not worn.
- Students needing to remove face covering for will relocate to the designated Break Space.
- Teachers will address students with reminders to wear face covering as needed
- Staff will wear PPE when in contact with anyone showing symptoms.
- IEPs will be reviewed. Any student not able to wear a face covering will have an individualized plan to address health and safety actions.
- Any staff members needing accommodations will meet with building admin.

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.	

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day. ☒ Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. ● Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. ● Consider required physical arrangements to reduce risk of disease transmission. ● Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. ● Additional guidance for nurses and health staff for providing care to students with complex needs.	● RPA will have a designated Isolation area in the health room. ● Students have a daily visual symptom check upon arrival. ● Symptomatic students will remain at school until a designated adult can pick them up following the health room symptom screening. ● Staff will be assigned to supervise a symptomatic student while remaining at least 6 feet apart and wearing face coverings. ● Secondary isolation areas can be identified as needed. ● Documentation of symptomatic students and staff members will be kept including the following: ● Name of the student/staff ● Assigned Cohort ● Contact tracing information ● Actions taken ● Parent or Guardian contact logs ● Staff members will self-screen for symptoms daily upon arrival and throughout the school day, reporting any symptoms that arise to administration to initiate isolation procedures for staff member.

☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. ● School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) must wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and 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.	● Symptomatic students and staff members should seek COVID-19 testing. ● If unable/unwilling to test, individuals will follow 24-hour fever free guidance prior to re-entry ● If testing positive, individuals will follow 10-day isolation and will not return until 24-hours fever free following the 10-day isolation OR when the individual has received 2 subsequent negative test results (whichever comes first)

2. Facilities and School Operations

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

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. ☒ 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	● All students will be enrolled following the Oregon Department of Education guidelines ● Students will not be dropped unless a RPA has received notice that they've been enrolled in another setting. Students who are not able to attend in-person due to health and safety concerns attendance will be taken daily for all students through one of the following:

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.	● Live Google Classroom sessions ● Daily Assignment submission ● Email communication ● Phone communication Teachers, administration, office staff will reach out to families on a weekly basis to address attendance concerns.

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). ☐ Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). ☒ Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present. ☒ Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance. ☒ Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.	Attendance will be taken daily for all students through one of the following: ● Live Google Classroom sessions ● Daily Assignment submission ● Email communication ● Phone communication When there is no evidence of student interaction during a 24-hour period surrounding a scheduled school day as described, students are reported as absent. A day present for attendance may not be claimed for weekends or holidays, per ORS 336.010 and 187.010, or any other day during which a licensed or registered teacher is not available to students. Administration will review individual and school-wide attendance data weekly.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the ***Ready Schools, Safe Learners*** guidance). ☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	• Each student will be assigned a Chromebook to support distance-learning activities. • RPA staff will clean and sanitize each device brought in for updates, repair, return, inventory, between use or redistribution. • Classroom computers will be cleaned with approved cleaners between uses. • All students will be allowed to take home their school issued devices on a regular basis and if a school closure occur. • An established technology inventory system will be used for all school devices. • Families will be surveyed to collect information about the number, type, and condition of devices used in their homes to support distance learning and their connectivity. • RPA will review technology procedures and policies and update as needed. • RPA will create a system to support student/staff/family technology needs and troubleshooting. • Families with limited internet access will be given local options. If not available or accessible, the student team will meet to discuss on-site options. • Each school issued devices will be assigned according to use serial number, model, and manufacturer. A user agreement must be signed by a parent or guardian prior to disbursement. • The school technology vendor will establish a procedure for the return, inventory, updating, and redistributing RPA-owned devices compliant with prevailing physical distancing requirements.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Handwashing:** All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer. ☒ **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. ☒ **Events:** Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. ☒ **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. ☒ **Personal Property**: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use shall be limited to the item owner.	• **Handwashing:** All students have access to hand washing before breakfast and lunch are served. Opportunity for frequent hand washing will be provided throughout the school day. Hand washing will be supplemented with the use of hand sanitizer. • **Equipment:** All classroom supplies and PE/recess equipment will be cleaned and sanitized before use by another student or cohort group. Sharing of supplies will be restricted whenever possible • **Safety Drills:** During safety drills staff and students will follow distance requirements during exit of the building. Re-entry to the building will be through an assigned entry point to reduce incidental contact. • **Events:** Field trips will be designed virtually for the school year. All assemblies, special performances, school-wide parent meetings and other large gatherings will be held virtually. • **Transitions/Hallways:** Hallway traffic direction marked to show travel flow. • **Classroom line up:** Students line up in cohort classes outside in designated areas, Keeping more than 6 feet between cohort group/each other. • **Personal Property**: Each classroom will have a limit on the number of personal items brought in to school. A full list will be sent home prior to class starting with allowable items (e.g., refillable water bottle, school supplies, workbooks, etc.) Personal property must be labeled with a student name and will only be used by the student. • Staff will make attempts to ensure each student has individual items. If not possible, staff will ensure equipment is sanitized after usage and prior to be given to another student or staff

	● **Bathrooms**: Bathrooms will be re-assigned from being gender-segregated to cohort-segregated. BR's will be regularly disinfected and cleaned after each cohort use. A log will be placed in each BR tracking Cohort use and cleaning services.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☒ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the ***Ready Schools, Safe Learners*** guidance). ☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. ● 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.	In ALL cases, when students, staff, or other relater persons are on the RPA campus, prevailing physical distancing, stable cohorting, square footage guidelines, cleaning/sanitizing requirements rigorously observed. Arrival and Entry ● Each student will be assigned an entrance point to the building ● Protocols will be shared with families and highlight the need to keep drop-off/pick-up interactions as brief as possible ● Staff will be present at each entry point to visually screen students for symptoms and track cohort data ● Families will be provided with their cohort arrival and dismissal times and entry/exit access point before school begins. ● Families will be provided with clear expectations when arriving after arrival or dismissing before dismissal. Sign-in/Sign-out ● Students entering or leaving the building at times other than arrival or dismissal will use the main building entrance ● Arrivals will be greeted at the door by a staff member to reduce office traffic ● All sign-in/sign-out tracking for students who enter school after arrival times will be screened and checked in by office staff. ● Students will be electronically checked in & out by cohort group leaders. ● There will be no physical (paper/pen) in/out logs sheets kept. ● Hand sanitizer dispensers will be near all entry doors and other high-traffic areas.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Seating:** Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. ☒ **Materials:** Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. ☒ **Handwashing:** Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues shall be disposed of in a garbage can, then hands washed or sanitized immediately. ● Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	● **Seating:** Rearrange student desks and tables to at least six feet apart; assign seating so students are in the same seat at all times. Each class and hallway will have visual aids (e.g, painter's tape, stickers, etc.) ● **Materials:** Each classroom will limit sharing of community supplies by assigning each student their own supplies that is kept in their space. ● **Handwashing:** Students will wash hands before each meal and frequently throughout the day. ● **Furniture:** All upholstered furniture and soft seating has been removed from the school building. ●

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations).	Playgrounds, fields, recess, breaks: ● Classrooms will be assigned equipment to be used for PE and recess.

☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. ☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. ☒ Designate playground and shared equipment solely for the use of one cohort at a time. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment (balls, jump ropes, etc.) should be cleaned and disinfected at least daily in accordance with CDC guidance. ☒ Cleaning requirements must be maintained (see section 2j of the ***Ready Schools, Safe Learners*** guidance). ☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements. ☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). ☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts. ☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Limit staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults.	• All equipment will be disinfected daily and in between each cohort group. • Students must wash hands before and after using playground equipment. • Recess activities will be planned to support physical distancing and maintain stable cohorts. This can include limiting the number of students on one piece of equipment, at one game, etc. • Displaying additional signage restricting use of all school grounds for non-school purposes. Staff rooms, common staff lunch areas, work places • Staff will eat lunch in their own classrooms or area outside of the school • If staff choses to use lunch room staff will need to take turns, making sure to sanitize/wipe down all surfaces used. Sign in/sign out sheet will be used. Restrooms: Students must wash hands with soap and water for 20 seconds. Hand washing visuals posted near handwashing stations.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include meal services/nutrition staff in planning for school reentry. ☒ Prohibit self-service buffet-style meals. ☒ Prohibit sharing of food and drinks among students and/or staff. ☒ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. ☒ Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h of the ***Ready Schools, Safe Learners*** guidance). ☒ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and shall be encouraged to do so after. ☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items). ☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. ☒ Adequate cleaning and disinfection of tables between meal periods. ☒ Since staff must remove their face coverings during eating and drinking, staff must eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.	• All meals will be eaten in classrooms. • Meals will be delivered to classrooms on food carts. • All students will wash hands at assigned hand-washing stations. • Staff delivering food carts to classrooms will wear appropriate Protective equipment. • All meals will be eaten in the classroom at student desks. • Students will toss garbage in trash. • Students will wash hands after meal at assigned hand-washing station. Note: each classroom will be provided a large (50 gallon) trash container for food (and other) trash. After lunch each day, teacher will roll the trash into the hallway. Trash will be immediate disposed of. Containers will be disinfected, re-bagged and returned to classroom during lunch recess.

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Include transportation departments (and associated contracted providers, if used) in planning for return to service.	Does not apply to us, parents provide transportation

☐ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the ***Ready Schools, Safe Learners*** guidance). ☐ Staff must use hand sanitizer (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle. Gloves are not recommended; hand sanitizer is strongly preferred. If hand sanitizer is not available, disposable gloves can be used and must be changed to a new pair before helping each child. ☐ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This must be done at the time of arrival and departure. ● If a student displays COVID-19 symptoms, provide a face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. ○ The symptomatic student shall be seated in the first row of the bus during transportation, and multiple windows must be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected. ● If arriving at school, notify staff to begin isolation measures. ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. ☐ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. ☐ Drivers must wear masks or face coverings while driving, unless the mask or face covering interferes with the driver's vision (e.g., fogging of eyeglasses). Drivers must wear face coverings when not actively driving and operating the bus, including while students are entering or exiting the vehicle. A face shield may be an acceptable alternative, as stated in Section 1h of the ***Ready Schools, Safe Learners*** guidance. ☐ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings). ☐ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the ***Ready Schools, Safe Learners*** guidance to transportation settings.	

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. ☒ Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment should be cleaned and disinfected at least daily in accordance with CDC guidance. 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	● All frequently touched surfaces (e.g., playground equipment, door handle, drinking fountains) will be cleaned between uses by different cohorts, but not less than once daily. ● Ventilation system will be checked and maintained monthly by maintenance staff ● Classroom and whole school clean/sanitize/disinfect check list posted in classrooms. Teachers and janitorial will check off multiple times per day. ● Regular cleaning will occur in accordance with the RPA Cleaning And Disinfecting Plan. ● All classrooms will have two operational windows to allow for ventilation All air-movers are being serviced and repaired to ensure proper air movement throughout the school facilities.

asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. ☒ Schools with HVAC systems must evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems shall, to the extent possible, increase natural ventilation by opening windows and interior doors before students arrive and after students leave, and while students are present. Do not prop open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed). ☒ Consider running ventilation systems continuously and changing the filters more frequently. Do 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). ☒ 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.	• While our student body does not currently include acutely medically sensitive students, the school's "medication room" (where prescribed medications are dispensed and minor first aid provided) is located in the main office and has excellent ventilation. • RPA will take extensive measures to ensure that all areas are cleaned and sanitized frequently. This includes the following: Two Staff will be designated to clean after each cohort transition. All staff will clean items after individual usage. Door handles, desks, and tables will be cleaned frequently throughout the day. Ventilation systems will be checked and maintained by maintenance staff. Each classroom will be cleaned and electrostatically sanitized at least twice each day.

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ OAR 581-022-2220 Health Services, requires districts to "maintain a prevention-oriented health services program for all students" including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. ☒ Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	**Health Services:** • RPA will provide age appropriate hand hygiene and respiratory etiquette education to endorse prevention. This includes website, monthly family newsletter and signage in the school setting for health promotion. • Schools will practice appropriate communicable disease isolation and exclusion measures. • Staff will participate in required health services related training to maintain health services practices in the school setting. COVID-19 specific infection control practices for staff and students will be communicated. • RPA Leadership will conduct regular review of IEP accommodations and student health records to identify and support students who need additional support. • Immunization processes will be addressed as per routine timeline, which prioritizes the beginning of the year and new students. Information for immunization clinics will be provided to families. • Continuity of existing health management issues will have a plan for sustaining operations alongside COVID-19 specific planning (i.e. medication administration, diabetic care). • RPA will continue to seek guidance for our community health partners including: Collaborate with health organizations/professionals including but limited to: mental

	and behavioral health providers; physical, occupational, speech, and respiratory therapists; Multnomah County Health Authority and MESD .

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: ● Contact tracing ● The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. ● Quarantine of exposed staff or students ● Isolation of infected staff or students ● Communication and designation of where the "household" or "family unit" applies to your residents and staff ☐ Review and take into consideration CDC guidance for shared or congregate housing: ● Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible ● Ensure at least 64 square feet of room space per resident ● Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary; ● Configure common spaces to maximize physical distancing; ● Provide enhanced cleaning; ● Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs. **Exception** ☐ They have a current and complete RSSL Blueprint and are complying with Sections 1-3 of the ***Ready Schools, Safe Learners*** guidance and any other applicable sections, including Section 2L of the ***Ready Schools, Safe Learners*** guidance. ☐ The school maintains a fully-closed residential campus (no non-essential visitors allowed), and normal day school operations are only offered remotely through distance learning. ☐ There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days. ☐ Less than 10% of staff, employees, or contracts (in total) are traveling to or from campus. Staff in this designation will: ● Limit travel to essential functions. ● Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19. ☐ Any boarding students newly arriving to campus will either: ● Complete a quarantine at home for 14 days (or current CDC recommended time period) prior to traveling to the school, OR ● Quarantine on campus for 14 days (or current CDC recommended time period). ☐ Student transportation off-campus is limited to medical care.	Does not apply

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures.	Each cohort of students will receive instruction on emergency procedures (fires, earthquakes, and safety threats) each month (tracked on Safety Log)

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.	Evacuation maps will take into consideration physical distancing when able. In the case that physical distancing is not manageable the drill will be completed in less than 15 minutes. All staff will be trained on safety drills prior to the first day of hybrid model. Students will wash hands or use sanitizer after a drill.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills. ☒ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. ☒ Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year. ☒ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors. ☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. ☒ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues. ☒ Plan for the impact of behavior mitigation strategies on public health and safety requirements: ● Student elopes from area	Educators will use components of PBIS and Restorative Practices/Protocol in a trauma informed manner to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills. Materials and training will support implementation of this planning.

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

2o. PROTECTIVE PHYSICAL INTERVENTION

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

3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review the "Planning for COVID-19 Scenarios in Schools" toolkit. ☒ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	RPA staff will be familiar with "Planning for COIVD-19 scenarios in School." Administrative staff will be well versed in applying the practices in "Planning for COIVD-19 scenarios in School." **Prevention and Planning:** 1. Coordinate Communication with the Local Public Health Authority. 2. If the region impacted is in Multnomah County, the Local Health Department (LHD) will provide school-centered communication and will potentially host conference calls. 3. When cases are identified in the local region the school leadership will be activated and responsibilities assigned within the school. 4. Identify baseline student absentee rates to determine if rates have increased by 20% or more. 5. Establish timely communication with staff and families. 6. When novel viruses are identified in the school setting, and the incidence is low, the local health department will provide direction to the Executive Director on the diagnosed case. Likewise, the LHD will impose restrictions on contacts. 7. If school closure is advised by the local public health department, consultation will occur between administration, the Reynolds School District, legal counsel, and school stakeholders to ensure processes are consistent with legal preparedness processes.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit. ☒ Ensure continuous services and implement Comprehensive Distance Learning. ☒ Continue to provide meals for students.	In the event of an outbreak, RPA will: ● Coordinate with the local health authority, ● Report all cases to and consult with the LPHA regarding cleaning and possible classroom or program closure, ● Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students, ● Assemble a Response Team (including a school administrator) When cases are identified. ● Modify, postpone, or cancel large school events as coordinated with the local health authority. ● If school is closed, Distance Learning will be implemented for all RPA staff/students. ● RPA will work with our RSD partners to continue to provide meals for students in the event of a closure. RPA will share and implement precautionary measures called for by the state and LPHA and communicate them to staff, students, and families. The CDC recommends: ● Avoid close contact with people who are sick. ● Avoid touching your eyes, nose, and mouth. ● Stay home when you are sick. ● Cover your cough or sneeze with a tissue, then throw the tissue in the trash.

- Clean and disinfect frequently touched objects and surfaces using a regular household cleaning spray or wipe.
- Follow the CDC's recommendations for using a facemask (people with symptoms and health workers).
- Remind all to wash hands often with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing your nose, coughing, or sneezing. If soap and water are not readily available, use an alcohol-based hand sanitizer with at least 60 percent alcohol. Always wash hands with soap and water if hands are visibly dirty.

RPA leadership is preparing for a possible increase in the number of employee absences due to illness in employees and their family members, and for dismissals of school due to high levels of absenteeism or illness.

RPA will review policies and procedures that may come into play, such as:

- Student and employee absences due to illness
- School closures based on public health concerns,
- Emergency management plans, and
- Non-discrimination policies

RPA will emphasize the need to remain vigilant against stigma due to perceived race, national origin, or recent travel. Foster a supportive environment free from rumors or associations of a virus with a specific population.

RPA will consider cancelling nonessential travel per travel guidance on the CDC website, including field trips.

RPA will prepare materials including symptoms lists, student absence protocols, communications plans, communications procedures with parents in the event of school closures, and the like.

RPA will coordinate with ODE about the possibility of mass student or staff absences. (Flexibility on requirements for student attendance days and staffing requirements).

Working with the LPHA, RPA will

- Determine when school closures
  are necessary as recommended by local and state public health authorities.
- Establish distance learning options for extended school closures.
- Address how staff will be informed about expectations for student home-based academic work.
- Coordinate with the state educational agency about the possibility of school closings. How will attendance days and/or virtual class time be counted?
- Coordinate with local health and welfare agencies to ensure children receiving free and reduced-price meals continue to receive nutrition usually supplied at schools.
- Identify and seek state and federal emergency relief, grants, and funding flexibility available to address unexpected needs, and recovery efforts.

Coordinate with local health authorities about expectations to utilize school facilities for emergency services.

Obtain any needed equipment and supplies.

	Work with public health officials for effective communication strategies.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit. ☒ Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. ☒ When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.	**Recovery and Reentry:** ● If school closure is advised by the local public health department, consultation will occur between administration, the Reynolds School District, legal counsel, and school stakeholders to ensure processes are consistent with legal preparedness processes ● RPA will continue to offer instructional models that support all learners in On-Site or Hybrid and Comprehensive Distance Learning. ● Staff, or contractor, will clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. ● Staff will communicate with families about options and efforts to support returning to On-Site instruction. ● RPA will follow local health authority guidance to begin bringing students back into On-Site instruction. ● RPA will implement smaller group, cohorting, and rotating schedules to allow for a safe return to schools.

ASSURANCES

This section must be completed by any public school that is providing instruction through On-Site or Hybrid Instructional Models.
Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section unless the school is implementing the* Limited In-Person Instruction *provision under the Comprehensive Distance Learning guidance.
This section does not apply to private schools.

☒ We affirm that, in addition to meeting the requirements as outlined above, our school plan has met the collective requirements from ODE/OHA guidance related to the 2020-21 school year, including but not limited to requirements from:

- Sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance,
- The ***Comprehensive Distance Learning*** guidance,
- The ***Ensuring Equity and Access: Aligning Federal and State Requirements*** guidance, and
- ***Planning for COVID-19 Scenarios in Schools***

☐ We affirm that we cannot meet all of the collective requirements from ODE/OHA guidance related to the 2020-21 school year from:

- Sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance,
- The ***Comprehensive Distance Learning*** guidance,
- The ***Ensuring Equity and Access: Aligning Federal and State Requirements*** guidance, and
- ***Planning for COVID-19 Scenarios in Schools***

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

4. Equity

5. Instruction

6. Family, Community, Engagement

7. Mental, Social, and Emotional Health

8. Staffing and Personnel

Assurance Compliance and Timeline

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

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

OREGON DEPARTMENT OF EDUCATION

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OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

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

1. Please fill out information:

[1] For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.
[2] For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.
[3] Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a government-to-government basis.

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Salish Ponds Elementary School
Key Contact Person for this Plan	Shelley Walker
Phone Number of this Person	503-492-7260
Email Address of this Person	slwalker@rsd7.net
Sectors and position titles of those who informed the plan	Shelley Walker, Principal Genny Muramatsu, Assistant Principal Sarah Anderson, Kindergarten Teacher Kim Wallace, First Grade Teacher Becky Fagerberg, Third Grade Teacher Erin McPherson, Fourth Grade Teacher Paul Switalla, Fifth Grade Teacher Paula Chudd, Special Education Teacher Jennifer Black, Special Education Teacher Quynh Nguyen, ELD Teacher Anne Margaret O'Brien, Child Development Specialist Martha Bellcoff, Physical Education Teacher Justine Minette, Sun Site Manager Marilyn Arellano, Family Engagement Associate Tram Pham, School Nurse Makayla Bearden, Health Assistant Cari Dobrinski, Educational Assistant Dr. Christopher Ortiz, Assistant Superintendent of Student & Family Services and District Operations
Local public health office(s) or officers(s)	Multnomah County Health Department Patricia Charles-Heathers, Director 619 NW 6th Ave. Portland, OR 97209 509-988-3674 Jamie Smith, Coordinator School Health Services Multnomah Education Service District (MESD) 11611 NE Ainsworth Circle Portland, OR 97220 503-257-1732 Cell: 541-279-3136 jsmith2@mesd.k12.or.us
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Shelley Walker – Principal Genny Muramatsu – Assistant Principal
Intended Effective Dates for this Plan	When Multnomah County is able to meet the Governor's established re-opening metrics
ESD Region	Multnomah County

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

Guidance from District leadership and members of the Salish Ponds Leadership Committee informed the school's plan for Hybrid Learning. The Leadership Committee consists of representatives from the groups below and represent multiple stakeholder perspectives: • Classified staff • Certified staff • Multiple grade levels and departments • Counseling • ELD • Special Education • Special Education Program • Community Partners • MESD

3. Indicate which instructional model will be used.

Select One:

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

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-19 in the initial template) and submit online. (https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

In completing this portion of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Here is a link to the overview of CDL Requirements. Please name any requirements you need ODE to review for any possible flexibility or waiver.

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.

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

0. Community Health Metrics

METRICS FOR ON-SITE OR HYBRID INSTRUCTION

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

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

- ☐ The school currently meets the exceptions required to provide in-person person education for students in grades K-3 (see section 0d(1) of the ***Ready Schools, Safe Learners*** guidance).
- ☐ The school currently meets the exceptions required to provide limited in-person instruction for specific groups of students (see section 0d(2) of the ***Ready Schools, Safe Learners*** guidance).
- ☐ The school currently meets the exceptions required for remote or rural schools in larger population counties to provide in-person instruction (see section 0d(3) of the ***Ready Schools, Safe Learners*** guidance).
- ☐ The school currently meets the exceptions required for smaller population counties to provide in-person instruction (see section 0d(4) of the ***Ready Schools, Safe Learners*** guidance).
- ☐ The school currently meets the exceptions required for schools in low population density counties (see section 0d(5) of the ***Ready Schools, Safe Learners*** guidance).
- ☐ The school currently meets the exceptions required for small districts to provide in-person instruction (see section 0d(6) of the ***Ready Schools, Safe Learners*** guidance).

1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Implement measures to limit the spread of COVID-19 within the school setting.	• All staff will be trained in sections 1-3 of *Safe Schools, Ready Learners* details prior to school reopening. • The Principal will ensure contact proper signage will be posted in multiple languages and that areas are marked for social distancing (one way stairs, halls, etc.) prior to students and staff returning. • Building hours will be limited to 6:30 am – 4:00 pm M – R and 6:30 am – 3:30 pm on Fridays. The building will be closed on weekends and holidays. • All staff who enter the building must be wearing a mask prior to entry and attest to their personal wellness as well as the wellness of those in their home. • Staff who have experienced symptoms of COVID – 19 or who have been in contact with someone who has must stay home. • All staff must enter and exit through the front entrance. • Upon entry, staff will take a contact tracing log to document what parts of the building they accessed as well as well as who they came into contact with. • All others who enter the building (other district employees, subs) will adhere to the protocols above. Other visitors/volunteers will not be permitted. • Color coded signs have been placed outside of every room. • Upon entry, staff will turn the sign from green to red to indicate that the space will need to be sanitized. • Student arrival and dismissal will be staggered. Teachers will pick up their class at designated entrances closest to their classroom. • Students will be assigned an arrival/dismissal building access point to limit exposure to large group of students. Any entrance with more than one classroom assigned will have a safety protocol defined and posted. Prior to return to the building parents, students, and staff will be informed of the arrival/dismissal protocols and expectations. Late arrivals will all come through the front entrance.

OHA/ODE Requirements	Hybrid/Onsite Plan
	• Students will receive breakfast when they arrive and eat in their classroom. • Trash cans will be purchased for students to put their garbage in. • Custodial staff will dispose of garbage at scheduled times. • Teachers will record attendance in Synergy, daily. Attendance records will serve also serve contact tracing purposes. • Classroom sanitization will occur each day when students are not present. Touch-point areas (door handles, sink handles, etc) and restrooms will be wiped down throughout the day as needed. Teachers (following safety protocols) and custodians will both work to wipe areas that are highly used. Students may use wipes (currently limited available) but may not use the current spray formula (following directions on bottle). • Students will have their own labeled supplies. Any shared supplies will be "sanitized" between use. • Classrooms will be assigned bathroom break times to promote handwashing and limit hallway use throughout the day. Students will be allowed to use the restroom as needed but will be encouraged to try to stay on the bathroom break schedule. Break schedules will be published so individual restroom use to be rerouted to health room. • Every other restroom stall and sink will be designated for use to maintain social distancing. • Transitions will be limited and staggered for when transition is absolutely necessary. • Lunch will be brought to the classrooms where students will eat. • Specialists will push in to classrooms to provide services and reduce transitions. • All classrooms will be labeled for maximum capacity to include adults. • Staff will record rooms entered on their contact tracing log. • A space separate from the health room will be designated for students with Covid symptoms or exposure to Covid. • If a potential case is presented, we will send home a standard letter, autodialer (email and phone messages), and classroom level remind (message referencing letter). • Itinerant staff will be required to keep an updated calendar with shared access by head secretary. It is not classroom teacher's responsibility to document other staff joining the classroom. Staff who have a consistent schedule will only document things outside the regular schedule.
☒ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.	• Notify LPAH: Heather Godsey, MESD Nurse Consultant hgodsey@mesd.k12.or.us 503-257-1709 and Tram Pham, MESD School Nurse, TPham@rsd7.net, 504-492-7260 of all suspected or confirmed cases of COVID-19 or instances of COVID-19 exposure in RSD employees, students, contractors, and visitors to district sites are reported to RSD through a COVID-19 Case Online Reporting Form to ensure that precautionary steps can be taken to prevent the spread of the virus and that the MESD District Nurse Consultant coordinates appropriate notifications and recommendations with Multnomah County Health Department.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.	• Shelley Walker (Principal) and Genny Muramatsu (Assistant Principal) will establish physical distancing requirements, consistent with this guidance and other guidance from OHA. All staff will have the authority to implement and enforce said guidelines.
☒ 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.	• Please see above for LPHA information.
☒ Process and procedures established to train all staff in sections 1 - 3 of the ***Safe Schools, Ready Learners*** guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.	• The Principal will establish procedures and train all staff in sections 1 – 3 of the Safe Schools, Ready Learners guidance. This and all other trainings will be conducted virtually.
☒ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff.	• Process Report to LPBHA: All suspected or confirmed cases of COVID-19 or instances of COVID-19 exposure in RSD employees and student are reported to RSD and MESD School Nursing through a COVID-19 Case Online Reporting Form • Protocol Cooperate: The MESD Nurse Consultant provides recommendations to District Operations and sites reporting possible exposure through an established COVID-19 Online Reporting Form.
☒ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.	• Disinfection: Custodial staff follow an established schedule to ensure areas used are systematically disinfected per the CDC's guidance on disinfecting public spaces.
☒ Process to report to the LPHA any cluster of any illness among staff or students.	• Please see above.
☒ Protocol to cooperate with the LPHA recommendations.	• Salish Ponds staff will cooperate with any and all LPHA recommendations.
☒ Provide all logs and information to the LPHA in a timely manner.	• Logs and information will be reported in a timely manner through the RSD-MESD COVID-19 Case Online Reporting Form.
☒ Protocol for screening students and staff for symptoms (see section 1f of the ***Ready Schools, Safe Learners*** guidance).	• Protocol Screening Staff and Students: School has developed plans and procedures to ensure proper daily and effective screening before students and staff enter school by having evaluated our physical layout, doorways and other options.
☒ Protocol to isolate any ill or exposed persons from physical contact with others.	• Protocol Isolate: As part of its Communicable Disease Plan, Salish Ponds has identified an area 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).	• Protocol Communicate: In accordance with the Oregon School Nurses' Association Communicable Disease School Communication Protocol, Salish Ponds follows the recommendations of the MESD Nurse Consultant, based on her investigation of the reported case, on any required communication with/notification to students or staff who may be impacted by the reported potential COVID-19 case.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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.	• Create System: Salish Ponds will be maintaining daily logs for each student/cohort for the purpose of contract tracing. The school has organized students and staff into stable cohorts per the recommended guidelines.
☒ 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	• Required Components of logs: Salish Ponds will ensure that logs will include the required components.
☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.	• Protocol keep daily logs: Salish Ponds will ensure that daily logs are kept and archived for contract tracing to assist the MESD Nurse Consultant as needed.
☒ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.	• Protocol Itinerant/District Staff: Salish Ponds has established a process to ensure all itinerant and all district staff are logged in and out, including areas visited and with whom they were in contact. All district staff also are required to swipe their ID badge upon entry into any building, which also provides an additional record if needed.
☒ 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.	• Process Consult with LPHA: District Operations and MESD Nursing Services have developed a process for schools to report and consult, including additional cleaning and possible classroom or program closure.
☒ Protocol to respond to potential outbreaks (see section 3 of the ***Ready Schools, Safe Learners*** guidance).	• Potential Outbreaks: In consultation with District Operations and the MESD Nurse Consultant, Salish Ponds will utilize the "Planning for COVID-19 Scenarios in Schools" toolkit to respond to potential outbreaks, including, but not limited to, required notifications, cleaning and possible classroom or program closure. Custodial staff will close off affected area; provide increased ventilation of area if possible; stay out of the closed area as long as possible; disinfect closed area(s) using fogger.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.	• The Reynolds School District has selected the Hybrid Instructional Model to ensure that all of its schools can serve its students in high-risk populations. Salish Ponds will operate according to the Hybrid Instructional Model.
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: 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.	• Reynolds School District (RSD) contracts with Multnomah Education Service District's (MESD) School Health Services department to provide nursing services to medically fragile, complex and nursing-dependent students aligned with the mandated ratios identified in ORS 336.201. In addition, RSD has prioritized staffing levels to also provide preventive nursing services for the general population of students. RSD currently has eight (8) registered nurses and one (1) school health assistant providing nursing services for the medically fragile, complex, and general population students. RSD also has contracted for three (3) nursing positions to support current nursing dependent students. RSD is working with our school health providers to update the various health services in the district (nursing, speech language pathology, occupational therapy, physical therapy, and behavioral and mental health services. These updates are to align health management plans, care plans, IEPs and 504s with current health care considerations.
☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law: • Communicate with parents and health care providers to determine return to school status and current needs of the student. • Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. • Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. • The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association.	• Salish Ponds administrators will work in partnership with school nurses and other school health providers to address individual student needs.

OHA/ODE Requirements	Hybrid/Onsite Plan

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

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom 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.	• Custodial staff will establish a minimum of 35 square feet per person when determining room capacity and will calculate only usable space. Administration will set guidelines for what furniture will be allowable and what will need to be stored. Signs will be posted outside of each space that state the maximum capacity for that area.
☒ Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.	• All staff will model and support physical distancing.
☒ 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.	• Transitions will be minimized and staggered so students will not be waiting in lines. Areas will be marked to identify 6 feet of distance. Areas that do not allow for 6 feet of distance will be closed or will be designated for one – way traffic.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).	• Schedule Modifications: Salish Ponds will establish stable cohorts of students as part of its schedule modifications to limit the number of students in the building. Cohorts will attend on only specific days. The school's reopening team has identified specific ingress and egress points for designated grade levels; those grade level cohorts will only use one designated ingress and egress point throughout the day.
☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.	• Plan for Students Additional Support: School administrators, counselors, social workers, educational assistants and other support staff will work with students who need additional support in maintaining physical distancing requirements.
☒ Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.	• All staff meetings will be conducted virtually.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.	• Stable Cohorts: Salish will establish stable cohorts of students as part of its schedule modifications to limit the number of students in the building. Salish Ponds has measured and planned for 35 square feet per person, including staff, in its classrooms.
☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure.	• Cohorts will be designed to accommodate no more than 50% of the school population each day.
☒ 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).	• System Daily Logs: Salish Ponds will be maintaining daily logs for each student/cohort for the purpose of contract tracing. School will ensure that logs will include the required components.
☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.	• Transitions will be limited throughout the day. Groups will stay in their designated area of the building to the maximum extent possible. Nutrition and support staff will provide services in the classroom. Gender neutral restrooms will be designated for student use.
☒ Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.	• Cleaning and disinfecting: According to the custodial daily schedule, custodians will disinfect areas when a cohort leaves an area. Example: Cohort leaves cafeteria, custodian will disinfect tables using disinfectant and flat mop; cohort returns to class after recess, custodian wipes play structure.
☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers.	• Cohorts will be designed to ensure all students maintain access to general education, grade level academic content standards and peers.
☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	• Staff will be provided hand sanitizer and time between cohorts to wash hands throughout the day.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.	• Communicate Start On-Site Instruction; The building administrator and School Safety Team will provide training for staff at the start of on-site instruction and periodically to review the required infection control measures. Additionally, all district employees were required to complete by October 31, 2020, several modules of Safe School training on the prevention of COVID-19 in the school setting.
☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. • The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer).	• Develop Confirmed Case: In accordance with the Oregon School Nurses' Association Communicable Disease School Communication Protocol, Salish Ponds follows the recommendations of the MESD Nurse Consultant, based on her investigation of the reported case, on any required communication with/notification to students, families or staff who may be impacted by the reported potential COVID-19 case.
☒ Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.	• Develop Protocols Immediately: In consultation with District Operations and the MESD Nurse Consultant, will utilize the "Planning for COVID-19 Scenarios in Schools" toolkit to respond to potential outbreaks, including, but not limited to, required notifications, cleaning and possible classroom or program closure.
☒ Provide all information in languages and formats accessible to the school community.	• All information shared will be translated into languages and formats accessible to the school community.

1f. ENTRY AND SCREENING

☒ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms**,** or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows: • Primary symptoms of concern: cough, fever (*temperature* greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. • Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. • In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. • Emergency signs that require immediate medical attention: • Trouble breathing	• Salish Ponds will direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms**,** or if anyone in their home or community living spaces has COVID-19. This information will be communicated to staff and families prior to reopening.

• Persistent pain or pressure in the chest • New confusion or inability to awaken • Bluish lips or face (lighter skin); greyish lips or face (darker skin) • Other severe symptoms ☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health. • Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the ***Ready Schools, Safe Learners*** guidance) and sent home as soon as possible. See table "*Planning for COVID-19 Scenarios in Schools.*" • Additional guidance for nurses and health staff. ☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See table "*Planning for COVID-19 Scenarios in Schools.*" ☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. ☒ 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.	• Screen all students and staff: Salish Ponds has developed plans and procedures to ensure proper daily and effective screening before students and staff enter school. School bus drivers have been trained on screening students when they enter the bus and have been trained on how to support a student who may be exhibiting symptoms. • Follow LPHA Advice: Salish Ponds and District Operations follow the advice and recommendations of the MESD Nurse Consultant related to any COVID-19 staff or student report filed. Salish School also has an assigned MESD school nurse who is available to provide advisement and guidance in collaboration with the Nurse Consultant. • Staff/Students Chronic Cough: In consultation with District Operations and the MESD Nurse Consultant, ___ will utilize the "Planning for COVID-19 Scenarios in Schools" toolkit to address any staff or student with exhibit a chronic or baseline cough. • Signage to remind students and staff to wash hands with soap and water for 20 seconds will be posed in classrooms and in restrooms. Signage to remind students and staff to use hand sanitizer upon entry will be posted at all entrances as will hand sanitizing stations that contain 60 – 95% alcohol based sanitizer.

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Restrict non-essential visitors/volunteers. • Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. • Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. ☒ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See table "*Planning for COVID-19 Scenarios in Schools.*" ☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit. ☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.	• All non- essential visitors will be restricted: parents will be required to drop students off from their car in the morning. There will be three areas designated for drop off: one for K/1, one for 2/3, one for 4/5. Volunteers will not be permitted during hybrid learning. PTA meetings will be held virtually. • All visitors must attest to their personal health and the health of those in their household. Visitors with known exposure to COVID – 19 will be restricted from property. • All visitors will enter through the front entrance. Signage will be posted to inform visitors of hand sanitization requirements for entering and exiting the building. A hand sanitizer dispenser will be placed at the main entrance. • Signage will be displayed to inform visitors of building safety requirements. Those who enter will receive literature detailing safety guidelines for all parts of the building.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices.	• PPE will be made available at the main entrance. Individuals who enter the building will be informed that they may remove face coverings while working alone, in a private office with the door closed.
☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings.	• Face coverings will be provided for all students.

☒ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:
• Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;"
  • Students should not be left alone or unsupervised;
  • Designated area or chair should 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.
	• Students needing to remove face covering for any reason will need to move apart from the group. Similar to cool down space with limited items and cleaned in between use. If more than 2 students are needing this support teachers can choose to call for support or take an outside break. Teachers will address students with reminders to wear face covering as appropriate

☒ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role. • Additional guidance for nurses and health staff.	• Health assistants, nurse, and office staff will need to wear PPE grade equipment when in contact with anyone showing symptoms.
Protections under the ADA or IDEA	
☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should 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 should 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 who require an accommodation to meet the requirement for face coverings, the school team will work closely with the student and family to develop a plan in alignment with ODE guidance to accommodate the student's needs and ensure safety of staff and other students.
☒ 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.	• Salish Pond will not deny in – person instruction to students with a medical condition or doctors orders to not wear a face covering.
☒ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in 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	• For students eligible for IEP/504 services who can not wear a face covering due to the nature of the disability, the school team will work closely with the student and family to develop or amend a plan. The school team will hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-

OHA/ODE Requirements	Hybrid/Onsite Plan
the student's plan including on-site instruction with accommodations or adjustments. 2. Placement determinations cannot be made due solely to the inability to wear a face covering. 3. Plans should include updates to accommodations and modifications to support students. • 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.	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.	• For students not currently served under an IEP or 504, school teams will consider whether the student's inability to consistently wear a face covering or face shield as required is due to a disability. If the school team suspects a disability, the team will proceed through the evaluation and eligibility process.
☒ If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.	• Salish Ponds will accommodate staff who require an accommodation for the face covering or face shield requirements and will limit their proximity to others to the maximum extent possible.

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.	• If a student displays COVID-19 symptoms, drivers will provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. The symptomatic student will be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. The symptomatic student will leave the bus first. After all students exit the bus, the seat and surrounding surfaces will be cleaned and disinfected. If arriving at school, the driver will notify staff to begin isolation measures. If transporting for dismissal and the student displays an onset of symptoms, the driver will notify the school. Staff exhibiting symptoms upon arrival will be directed to return home. If unable, staff

OHA/ODE Requirements	Hybrid/Onsite Plan
	will isolate in a designated isolation area until transportation can be arranged.
☒ Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. • Consider required physical arrangements to reduce risk of disease transmission. • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. • Additional guidance for nurses and health staff.	• Written protocols for exclusions and isolation will be in writing provided by all staff and implemented as needed.
☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. • School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands should 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 should wear a face covering. • To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.	• Staff or students showing symptoms will be isolated and protocol will be followed. Staff or students showing symptoms will be sent home for a period of time guided by school nurse. Anyone participating in isolation for showing symptoms will be documented and kept on record.
☒ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.	• Parents will be notified immediately to pick up sick students from school. If parents cannot be reached, emergency contacts will be notified.
☒ 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."*	• Staff and students will be required to stay home until they are cleared to return by a physician or LPHA.
☒ 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).	• Administration will continue to consult the school RN regarding health and safety protocols.
☒ Record and monitor the students and staff being isolated or sent home for the LPHA review.	• The Health Assistant and School Nurse will keep record of students being isolated or sent home.

2. Facilities and School Operations

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

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.	• Salish Ponds will continue to enroll students in accordance with ODE 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.	• Salish Ponds acknowledged that the 10 drop rule has been suspended and will not remove students from attendance who have been absent for 10 days.
☒ 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.	• The Salish Ponds Attendance team will continue attempts to engage all students who have been absent for 10 or more days. The Team will review attendance each week and make plans to support and engage individual students and families.
☒ 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.	• Salish Ponds will request documentation from the previous school when enrolling new students. This will be done within 10 days of enrollment.
☒ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.	• All students will be enrolled following the Oregon Department of Education guidelines.
☒ When a student has a pre-excused absence or COVID-19 absence, the school district should reach out to offer support at least weekly until the student has resumed their education.	• The classroom teacher and/or attendance team will reach out to students weekly when excused due to COVID – 19. This can occur via phone calls or Zoom conferencing.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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.	• Students who are absent beyond 10 days will be marked as absent. Those days will be included in the Cumulative ADM reporting.

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).	• Teachers will record attendance in Synergy once daily during Hybrid learning.
☒ 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).	• N/A
☒ 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.	• N/A
☒ 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.	• N/A
☒ 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.	• Student Attendance: Salish Ponds will share with parents and students clear and concise district attendance and participation expectations for the hybrid learning model before in person instruction begins. School counselors and social workers assigned to Salish Ponds will also support family involvement and students' regular attendance both for the online and in person components of the hybrid model.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the ***Ready Schools, Safe Learners*** guidance).	• Students will continue to use district supplied devices assigned to the student and there will be no sharing of devices.
☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	• Students will return devices needing return, inventory, updating, or redistributing following social distance guidelines in the office or library. Devices will be isolated in plastic Ziploc bag and accessed by properly safeguarded technicians and cleaned with approved disinfectant.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Handwashing:** All people on campus should be advised and encouraged to wash their hands frequently.	• Signage will be posted to remind people to wash their hands frequently.
☒ **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.	• Equipment in need of sanitizing is identified and placed on the custodian's schedule. Equipment with multiple users per day will be sanitized by instructional staff who have been provided with the proper disinfecting supplies. (Equipment left in the classrooms will be disinfected each night by the fogger.)
☒ **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.	• Salish Ponds will not host events, partake in field trips or hold assemblies during the 2020-2021 school year. Parent meetings will be conducted virtually.
☒ **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.	• Transitions will be limited to the maximum extent possible. Staff will come to classrooms to provide services and support. Hallway procedures will be established to promote physical distancing and limit access to areas where 6 ft of distance is not possible.
☒ **Personal Property**: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.	• Personal Property: Salish Ponds has established policies for personal property being brought to school. Policies related to personal property and other COVID-19 prevention guidelines will be communicated with parents and students before in person learning begins.

2e. ARRIVAL AND DISMISS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.	• Physical distancing, stable cohorts, square footage, and cleaning requirements will be maintained during arrival and dismissal procedures.
☒ Create schedule(s) and communicate staggered arrival and/or dismissal times.	• Create Schedule: Salish Ponds has created a schedule based on stable cohorts and will communicate the schedule and arrival/dismissal times with parents and students before in person learning begins.
☒ 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).	• All students will be assigned an entrance based on their cohort. Classroom teachers will conduct visual screenings of their own students prior to entry each morning.
☒ 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.	• Accurate Sign In/Sign Out: _____School has developed accurate sign-in/sign-out procedures for students and staff to help facilitate contract tracing. Hand sanitizer and other appropriate prevention measures will be taken during the sign-in/sign-out procedures.
☒ Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.	• Hand sanitizer dispensers will be placed in every room and at every entry point. Dispensers will contain sanitizer that meets OHA guidelines.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Seating:** Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times.	• Furniture will be arranged to promote physical distancing so that students are a minimum of 6 feet apart.
☒ **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.	• Salish Ponds will provide each individual student supplies to reduce the amount of items shared.
☒ **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 should be disposed of in a garbage can, then hands washed or sanitized immediately. • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	• Students will be taught proper hand hygiene and respiratory etiquette. Visuals to remind students of this will be posted throughout the school. Hygiene products will be provided and located throughout the school.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations).	• The playground will be closed to the general public. Signage will be posted to inform visitors of this policy.
☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff.	• Students will be taught to wash hands appropriately. Soap dispensers will be checked and refiled regularly.
☒ 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.	• Salish Ponds will keep its playground closed during hybrid learning.
☒ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with CDC guidance.	• Please see above.
☒ Cleaning requirements must be maintained (see section 2j of the ***Ready Schools, Safe Learners*** guidance).	• AM/PM Custodians: Cleaning and disinfecting will be maintained for all areas of the school. Disinfecting of frequently touched surfaces will be performed throughout the day and the school will be disinfected using an electrostatic fogger at night.
☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements.	• Salish Ponds will maintain physical distancing requirements, stable cohorts, and square footage requirements.
☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).	• Signs and visuals will be posted to restrict access to outdoor equipment.
☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts.	• Staff will design physical activities that allow for physical distancing within stable cohorts.
☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance.	• Salish Ponds will not access playground equipment during hybrid learning.
☒ Limit staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults.	• The staff room and cafeteria will be closed for eating. Staff will be provided an alternative space to eat. Students will eat in their classroom.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include meal services/nutrition staff in planning for school reentry.	• Salish Ponds will provide meals for students attending school both on and off site.
☒ Prohibit self-service buffet-style meals.	• Grab and go style meals will be provided.
☒ Prohibit sharing of food and drinks among students and/or staff.	• Students will be taught not to share food. Staff will be prohibited from bringing food to share with others.
☒ 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.	• Students will be allowed to remove their masks during meal times, when physically distanced and with barriers in between. Teachers will teach students to put their mask back on after meals.
☒ Staff serving meals and students interacting with staff at mealtimes must wear face shields or face covering (see section 1h of the **Ready Schools, Safe Learners** guidance).	• Nutrition staff will be required to wear masks when preparing and serving meals and during all other times in/out of the building.
☒ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after.	• Students will be given time to wash their hands with soap before and after meals.
☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).	• Disposable cutlery and plates will be provided during hybrid learning.
☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.	• Nutrition Services is working directly with each school to develop a plan specific to the needs of that school to ensure the cleaning and sanitizing of meal touch-points.
☒ Adequate cleaning and disinfection of tables between meal periods.	• Custodians will ensure the cleaning and disinfecting of tables and desks between meal periods, e.g., sanitizing cafeteria tabletops using short-handled flat mops and disinfectant or using disposable table coverings changed between each meal period.
☒ Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.	• Space will be provided for staff to eat independently.

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service.	• Students will ride in cohorts of 28 • Students will be seated 6 ft. from driver-
☒ 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).	• Seats are marked for proper distancing as a visual aid to assist students while loading
☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should be done at the time of arrival and departure. • If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. • The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible.	• Maintain attendance logs for contact tracing • Buses will be sanitized twice daily upon return to bus lot. Driver will conduct targeted cleanings between routes, with a focus on frequently touched surfaces such as, seat backs, seat tops and handrails. • If unattended by an adult at the bus stop or while in route to school a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing

OHA/ODE Requirements	Hybrid/Onsite Plan
• The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. • If arriving at school, notify staff to begin isolation measures. • If transporting for dismissal and the student displays an onset of symptoms, notify the school. ☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. ☒ Drivers wear face shields or face coverings when not actively driving and operating the bus. ☒ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings). ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the ***Ready Schools, Safe Learners*** guidance to transportation settings.	one) and keep six feet away from others. Continue transporting the student. • The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. • The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. • If arriving at school, notify staff to begin isolation measures. If transporting for dismissal and the student displays an onset of symptoms, notify the school immediately. • Parents will be informed of any changes pertaining to transportation service. Masks will be provided for all students.

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms.	• Clean and Sanitize: Cleaning and disinfecting will be maintained for all areas of the school. Disinfecting of frequently touched surfaces will be performed by custodians throughout the day and the school will be disinfected using an electrostatic fogger at night.
☒ Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance.	• Students will not acceses playground equipment during hybrid learning.
☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.	• See below.
☒ 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.	• Disinfectant being used in fogger is Bioesque Botanical Disinfectant Solution: ○ EPA List N Registered Broad-Spectrum Disinfectant ○ Kills 99.9% of Bacteria, Viruses, Fungi & Molds ○ No Personal Protective Equipment (PPE) Needed ○ Botanically Derived Active Ingredient
☒ Schools with HVAC systems should 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 should, to the extent possible, increase natural ventilation by opening windows and doors before students arrive and after students leave, and while students are present.	• School HVAC systems are being maintained to ensure efficient performance and air exchange rate. Where equipment can maintain required balancing, the MERV rating of the filtration will be increased.
☒ 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 should not be used in rooms	• We will consider running ventilation systems continuously.

OHA/ODE Requirements	Hybrid/Onsite Plan
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 should 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).	• See above. • PM Custodians: According to checklist will clean assigned areas. Classrooms and offices are disinfected using electrostatic fogger. • School HVAC systems are being evaluated to upgrade their performance and increase the air exchange rate and the MERV filtration rating where appropriate.

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ OAR 581-022-2220 Health Services, requires districts to "maintain a prevention-oriented health services program for all students" including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. ☒ Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	• Salish Ponds will maintain a prevention oriented health services program for all students. An isolation space will be designated for students who are ill.

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: • Contact tracing • The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. • Quarantine of exposed staff or students • Isolation of infected staff or students • Communication and designation of where the "household" or "family unit" applies to your residents and staff ☐ Review and take into consideration CDC guidance for shared or congregate housing:	

OHA/ODE Requirements	Hybrid/Onsite Plan
• 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.	

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. • At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. • Fire drills must be conducted monthly. • Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. • Safety 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.	• Salish Ponds will continue to instruct students on emergency protocols and procedures and will conduct required emergency drills.
☒ 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 should 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.	• Drills will be carried out as close as possible to the procedures used in an actual emergency.
☒ When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.	• Drills will be completed within less than 15 minutes.
☒ Drills should not be practiced unless they can be practiced correctly.	• Drills will only be practiced if/when 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.	• Staff will be trained about safety drills prior to students return.
☒ 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).	• Administration will schedule multiple drills per month to ensure all students have the opportunity to practice emergency drills.
☒ 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.	• Teachers will provide time for students to wash the hands after safety drills.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-	Staff will receive ongoing professional development to build capacity for problem solving within the classroom.

OHA/ODE Requirements	Hybrid/Onsite Plan
building/training related to the student's demonstrated lagging skills.	
☒ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.	• Staff will regularly review data to predict and prevent events that might cause students to escalate.
☒ 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.	• Staff will meet regularly to discuss and plan for students who engage in unsafe behavior.
☒ 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.	• Staff will adhere to routines to the maximum extent possible to foster predictability for all students. All students will be taught self – regulation skills for students to access when they are escalated.
☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.	• All staff will receive training in the area of de – escalation and will use skills acquired to reduce the possibility of restraint.
☒ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues.	• See previous item.

☒ Plan for the impact of behavior mitigation strategies on public health and safety requirements:
• Student elopes from area
  • If staff need to intervene for student safety, staff should:
  • Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention.
  • Use the least restrictive interventions possible to maintain physical safety for the student and staff.
  • Wash hands after a close interaction.
  • Note the interaction on the appropriate contact log.
  • *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
• Student engages in behavior that requires them to be isolated from peers and results in a room clear.
  • If students leave the classroom:
  • Preplan for a clean and safe alternative space that maintains physical safety for the student and staff
  • Ensure physical distancing and separation occur, to the maximum extent possible.
  • Use the least restrictive interventions possible to maintain physical safety for the student and staff.
  • Wash hands after a close interaction.
  • Note the interaction on the appropriate contact log.
  • *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
• Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior).
  • If staff need to intervene for student safety, staff should:
	• Plans for mitigation strategies will be developed based on individual student need. Staff responding to such situations will employ de – escalation strategies and adhere to hygiene protocols.

OHA/ODE Requirements	Hybrid/Onsite Plan
• Maintain student dignity throughout and following the incident. • Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention. • Use the least restrictive interventions possible to maintain physical safety for the student and staff • Wash hands after a close interaction. • Note the interaction on the appropriate contact log. • *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.	
☒ Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.	• Spaces used for de- escalation will be sanitized promptly after use.
Protective Physical Intervention	
☒ Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the ***Ready Schools, Safe Learners*** guidance: Cleaning, Disinfection, and Ventilation).	• Face shields may be cleaned and disinfected by instructional staff. Personal face coverings should be taken home and laundered (disposable face coverings are available for staff and students).

3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review the "*Planning for COVID-19 Scenarios in Schools*" toolkit.	• Planning for COVID-19 Scenarios: District Operations has provided the toolkit to all building and district administrators. _____School will provide training to staff on COVID-19 prevention and will review the toolkit prior to the commencement of hybrid/in person learning.
☒ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	• Coordinate with LPHA: District Operations has established communication and reporting protocols for all students and staff with MESD Nursing Services and Multnomah Department of Public Health.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit.	• Planning for COVID-19 Scenarios: District Operations has provided the toolkit to all building and district administrators. Salish Ponds will provide training to staff on COVID-19 prevention and will review the toolkit prior to the commencement of hybrid/in person learning.
☒ Ensure continuous services and implement Comprehensive Distance Learning.	• We will ensure continuous services and implement CDL during hybrid learning.
☒ Continue to provide meals for students.	• Continue Meals: Nutrition Services has worked directly with each school to develop a plan specific to the needs of that school

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit.	• We will review and utilize the *Planning for COVID – 10 Scenarios in Schools* Toolkit.
☒ Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds.	• Custodial staff will clean, sanitize and disinfect surfaces regularly and will follow CDC guidance for common spaces.
☒ 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.	• We will consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.

ASSURANCES

This section must be completed by any public school that is providing instruction through On-Site or Hybrid Instructional Models.
Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section unless the school is implementing the* Limited In-Person Instruction *provision under the Comprehensive Distance Learning guidance.
This section does not apply to private schools.

☐ We affirm that, in addition to meeting the requirements as outlined above, our school plan has met the collective requirements from ODE/OHA guidance related to the 2020-21 school year, including but not limited to requirements from:

- Sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance,
- The ***Comprehensive Distance Learning*** guidance,
- The ***Ensuring Equity and Access: Aligning Federal and State Requirements*** guidance, and
- ***Planning for COVID-19 Scenarios in Schools***

☐ We affirm that we cannot meet all of the collective requirements from ODE/OHA guidance related to the 2020-21 school year from:

- Sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance,
- The ***Comprehensive Distance Learning*** guidance,
- The ***Ensuring Equity and Access: Aligning Federal and State Requirements*** guidance, and
- ***Planning for COVID-19 Scenarios in Schools***

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

4. Equity

5. Instruction

6. Family, Community, Engagement

7. Mental, Social, and Emotional Health

8. Staffing and Personnel

Assurance Compliance and Timeline

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

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

OREGON DEPARTMENT OF EDUCATION

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OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 10/26/2020

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Sweetbriar Elementary
Key Contact Person for this Plan	Marie Marianiello
Phone Number of this Person	503-666-9441 ex. 2130
Email Address of this Person	mmarianiello@rsd7.net
Sectors and position titles of those who informed the plan	Parents, Leadership Team, Principal, Secretaries and Head Custodian
Local public health office(s) or officers(s)	
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Marie Marianiello
Intended Effective Dates for this Plan	Tbd
ESD Region	Multnomah

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

Surveys, conferences, phone calls, and virtual meetings.

[1] For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.
[2] For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.
[3] Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a government-to-government basis.

3. Indicate which instructional model will be used.

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

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-19 in the initial template) and submit online. (https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

In completing this portion of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Here is a link to the overview of CDL Requirements. Please name any requirements you need ODE to review for any possible flexibility or waiver.

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.

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

0. Community Health Metrics

METRICS FOR ON-SITE OR HYBRID INSTRUCTION

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

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

☐ The school currently meets the exceptions required to provide in-person person education for students in grades K-3 (see section 0d(1) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required to provide limited in-person instruction for specific groups of students (see section 0d(2) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required for remote or rural schools in larger population counties to provide in-person instruction (see section 0d(3) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required for smaller population counties to provide in-person instruction (see section 0d(4) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required for schools in low population density counties (see section 0d(5) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required for small districts to provide in-person instruction (see section 0d(6) of the ***Ready Schools, Safe Learners*** guidance).

1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Implement measures to limit the spread of COVID-19 within the school setting. ☒ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. ☒ Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. ☒ Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. ☒ Process and procedures established to train all staff in sections 1 - 3 of the ***Ready Schools, Safe Learners*** guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. ☒ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. ☒ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. ☒ Process to report to the LPHA any cluster of any illness among staff or students. ☒ Protocol to cooperate with the LPHA recommendations. ☒ Provide all logs and information to the LPHA in a timely manner. ☒ Protocol for screening students and staff for symptoms (see section 1f of the ***Ready Schools, Safe Learners*** guidance). ☒ Protocol to isolate any ill or exposed persons from physical contact with others. ☒ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the ***Ready Schools, Safe Learners*** guidance). ☒ Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit. • If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the ***Ready Schools, Safe Learners*** guidance), the daily log may be maintained for the cohort. • If a student(s) is not part of a stable cohort, then an individual student log must be maintained. ☒ Required components of individual daily student/cohort logs include: • Child's name • Drop off/pick up time • Parent/guardian name and emergency contact information • All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student ☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. ☒ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.	limiting spread: Sweetbriar Elementary School will follow the RSD Communicable Disease Management Plan (link pending) as well as the Communicable Disease Guidelines from the Oregon Department of Education and the Oregon Health Authority. Communicable Plan: The school has developed a Communicable Disease Management Plan based on a school-site template provided by MESD School Nursing Services, as well as requirements noted in the Ready Schools Safe Learners Guidance Document. Covid-19 enforcement lead: Marie Marianiello Names of staff :LPHA Staff: Heather Godsey, MESD Nurse Consultant hgodsey@mesd.k12.or.us 503-257-1709; Nurse Linda Taylor Notification Protocol: LPAH: All suspected or confirmed cases of COVID-19 or instances of COVID-19 exposure in RSD employees, students, contractors, and visitors to district sites are reported to RSD through a COVID-19 Case Online Reporting Form to ensure that precautionary steps can be taken to prevent the spread of the virus and that the MESD District Nurse Consultant coordinates appropriate notifications and recommendations with Multnomah County Health Department. Disinfection Plas: Custodial staff follow an established schedule to ensure areas used are systematically disinfected per the CDC's guidance on disinfecting public spaces. Report Process: to LPBHA: All suspected or confirmed cases of COVID-19 or instances of COVID-19 exposure in RSD employees and student are reported to RSD and MESD School Nursing through a COVID-19 Case Online Reporting Form Protocol Cooperate: The MESD Nurse Consultant provides recommendations to District Operations and sites reporting possible exposure through an established COVID-19 Online Reporting Form. Logs: Logs and information are reported in a timely manner through the RSD-MESD COVID-19 Case Online Reporting Form. Screening Staff and Students: Sweetbriar School has developed plans and procedures to ensure proper daily and effective screening before students and staff enter school by having evaluated our physical layout, doorways and other options. Isolation: As part of its Communicable Disease Plan, Sweetbriar Elementary has identified an area to isolate any ill or exposed persons from physical contact with others. Communication: In accordance with the Oregon School Nurses' Association Communicable Disease School Communication Protocol, Sweetbriar Elementary follows the recommendations of the MESD Nurse Consultant, based on her investigation of the reported case, on any required communication with/notification to students or staff who may be impacted by the reported potential COVID-19 case. Contact logs: Sweetbriar School will be maintaining daily logs for each student/cohort for the purpose of contract tracing. The school has organized students and staff into stable cohorts per the recommended guidelines. • Sweetbriar Elementary will ensure that logs will include the required components. • Sweetbriar Elementary will ensure that daily logs are kept and archived for contract tracing to assist the MESD Nurse Consultant as needed. • Sweetbriar Elementary has established a process to ensure all itinerant and all district staff are logged in and out, including areas visited and with whom they were in contact. All district staff also are required to swipe their ID badge upon entry into any building, which

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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. ☒ Protocol to respond to potential outbreaks (see section 3 of the ***Ready Schools, Safe Learners*** guidance).	Consulting with LPHA: District Operations and MESD Nursing Services have developed a process for schools to report and consult, including additional cleaning and possible classroom or program closure. Potential Outbreaks: In consultation with District Operations and the MESD Nurse Consultant, Sweetbriar Elementary will utilize the "Planning for COVID-19 Scenarios in Schools" toolkit to respond to potential outbreaks, including, but not limited to, required notifications, cleaning and possible classroom or program closure. • Custodial will close off affected area; provide increased ventilation of area if possible; stay out of the closed area as long as possible; disinfect closed area(s) using fogger.

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. **Medically Fragile, Complex and Nursing-Dependent Student Requirements** ☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services: 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. ☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law: • Communicate with parents and health care providers to determine return to school status and current needs of the student. • Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. • Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. • The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. • Service provision should consider health and safety as well as legal standards. • Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers.	Medically fragile students: Individual student plans for medically fragile students will be written and maintained by identified school nurse in partnership with staff and school administrators.

OHA/ODE Requirements	Hybrid/Onsite Plan
• Work with an interdisciplinary team to meet requirements of ADA and FAPE. • High-risk individuals may meet criteria for exclusion during a local health crisis. • Refer to updated state and national guidance and resources such as: ○ U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020. ○ ODE guidance updates for Special Education. Example from March 11, 2020. ○ OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education.' ○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.	

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom 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. ☒ 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 (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 should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.	- Signs will be placed at the entry of each space to identify the maximum occupancy in consideration of 35 square feet per person. The sign will also reflect the current/attendance number. - Signs will be placed throughout the hallways and classrooms as reminders of 6 ft social distance requirements. - Instruction will be planned to allow for 6 ft distancing for all activities. - Any anticipated areas where a line might occur will be marked for distance. - Cohorts will be designed to accommodate no more than 50% of the school population each day. - All students will receive initial instruction on physical distancing. All staff will reinforce message. Videos will be created and available to reinforce the message as well. - Staff will be required to honor physical distancing.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure.	- Students will be placed in stable classroom cohorts of no more than 16 students. - Bus cohorts will be established based on classroom cohort assignments. - Students will not be a part of any one cohort or cross cohorts that exceed 100 people. - Attendance, and area records will serve as tracing. - Utilizing scheduled restroom breaks and individual restrooms will minimize interactions.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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 disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. ☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers. ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	- Teachers and custodians will disinfect surfaces throughout the day as needed. - All student will have access to general education and peers. Support services will happen as an integrated part of the classroom when possible. - Staff will be required to wash hands when moving between different cohorts. - Staff will be assigned sections of Safe Schools specific to Covid 19 at the beginning of the school year.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. ☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. • The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). ☒ Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. ☒ Provide all information in languages and formats accessible to the school community.	- Anyone who has come in contact with a confirmed case per the definition will receive a phone call from administrator and/or nurse. - An autodialer and letter will be generated for communicating a confirmed case. Anyone in close contact with the case will be contacted by phone. - Health information will be provided in languages and format accessible to the school community. - Staff will receive notification and details for any potential health concerns and details of who received communication.

1f. ENTRY AND SCREENING

☒ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms**,** or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows: • Primary symptoms of concern: cough, fever (*temperature* greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. • Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. • In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. • Emergency signs that require immediate medical attention: ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face (lighter skin); greyish lips or face (darker skin) ○ Other severe symptoms ☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health.	- Anyone not able to answer health questions will be directed to stay home or be directed to go back home. - Parents are the initial screener for students and should not send students to school who are showing signs or symptoms. School will send home health screening questions for parent review and consideration. - Bus drivers should alert staff if there are any students on the bus who are showing symptoms. Staff will meet the bus and get students to isolation ASAP. - Classroom staff will also serve as screeners as students enter the room. Any students showing symptoms or reporting symptoms should remain outside the classroom. The teacher will radio the office and a health assistant/nurse/or office staff member will come to the student. - Students will be offered hand sanitizer at each building entrance. - Visitors and volunteers will not enter the building at this time.

• Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the ***Ready Schools, Safe Learners*** guidance) and sent home as soon as possible. See table *"Planning for COVID-19 Scenarios in Schools."* • Additional guidance for nurses and health staff. ☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See table *"Planning for COVID-19 Scenarios in Schools."* ☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. ☒ 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.	

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Restrict non-essential visitors/volunteers. • Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. • Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. ☒ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See table *"Planning for COVID-19 Scenarios in Schools."* ☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit. ☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.	

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices. ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings. ☒ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time: • Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;" ○ Students should not be left alone or unsupervised; ○ Designated area or chair should 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 coverings will be required by staff and students. Face mask options will be provided by the building. Students and staff can choose to wear their own or one provided. Face coverings may be removed for eating. Students and staff will remain over 6ft apart any time a face covering is not worn. After students are finished eating they will wash hands and the area will be wiped. - Students needing to remove face covering for any reason will need to move apart from the group. Similar to cool down space with limited items and cleaned in between use. If more than 2 students are needing this support teachers can choose to radio for support or take an outside break. - Teachers will address students with reminders to wear face covering as appropriate - Health assistants, nurse, and office staff will need to wear PPE grade equipment when in contact with anyone showing symptoms. - Accommodations needed for face coverings will be considered on an individual basis. An alternate and individualized plan will be written for each student not wearing a face covering.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role. • Additional guidance for nurses and health staff. **Protections under the ADA or IDEA** ☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should 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 should 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. • 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. Placement determinations cannot be made due solely to the inability to wear a face covering. 3. Plans should include updates to accommodations and modifications to support students. • 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. o 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, o 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.	- IEPs will be reviewed. Any student not able to wear a face covering will have an individualized plan to address health and safety actions. - If a student not on an IEP is consistently showing resistance to a face covering an SST meeting for problem solving and consideration of student need (including possibility of impact from a disability) will be considered. - Any staff members needing accommodations should meet with building admin.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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 should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.	

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day. ☒ Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. • Consider required physical arrangements to reduce risk of disease transmission. • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. • Additional guidance for nurses and health staff. ☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. • School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands should 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 should 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	- Written protocols for exclusions and isolation will be in writing provided by all staff and implemented as needed. - Staff or students showing symptoms will be isolated and protocol will be followed. - Staff or students showing symptoms will be sent home for a period of time guided by school nurse. - Anyone participating in isolation for showing symptoms will be documented and kept on record.

OHA/ODE Requirements	Hybrid/Onsite Plan
have COVID-19 symptoms. Refer to table in *"Planning for COVID-19 Scenarios in Schools."* ☒ Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists). ☒ Record and monitor the students and staff being isolated or sent home for the LPHA review.	

2. Facilities and School Operations

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

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. ☒ 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.	• Office staff will notify teachers if a student has been absent for more than 10 days. Teacher will contact families weekly for 3 weeks. Then attendance committee will take over weekly check-ins. • Teachers will with Sweetbriar Student Support team to determine contact with student's families who have been absent 3 consecutive days. • Pre-excused students would be turned over to the attendance committee. • student's who do not attend in-person due to student or family health and safety concerns will meet with a teacher and the Student support team to develop a learning plan.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ When a student has a pre-excused absence or COVID-19 absence, the school district should reach out to offer support at least weekly until the student has resumed their education. ☒ When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.	

2b. ATTENDANCE

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

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

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the ***Ready Schools, Safe Learners*** guidance). ☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	• Each student will receive their own individual device that they will use daily at school. This device will be stored in a charging area which will be cleaned between student access or taken home daily to access distance learning. • Families will return devices at an equipment check out event. That event will follow all social distancing guidelines and PPE will be used by all.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Handwashing:** All people on campus should be advised and encouraged to wash their hands frequently. ☒ **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.	• **Handwashing:** handwashing will be taught through a series of mini lessons, branded with posters, and reinforced with reminders and hand washing scheduling prior to meals and during location transitions. • **Equipment:** Any shared equipment will be wiped between use. • **Events:** Large gatherings, field trips, etc. will either be canceled or offered virtually. • **Transitions/Hallways:** Transitions will be scheduled to minimize crowding. Visual cues for lining up, standing, and walking

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Personal Property**: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.	direction will be present. • **Personal Property**: Items brought will need to be labeled and used for personal use only. Labels will be available in each classroom as needed.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☒ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the ***Ready Schools, Safe Learners*** guidance). ☐ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. • 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.	Arrival- Bus cohorts will be excused one bus at a time. Students will walk to their designated entrance. Entrances will be designated by classrooms. External classroom doors will be used where available. Others will be assigned an external door. No more than 2 classrooms will enter at one door. Teachers will meet students at entrance to help keep physical distance and conduct visual screenings. Schedules will articulate arrival, dismissal, and transition times. Sign-ins will be designed to minimize any material sharing. potentially using QR coding. Any common sign-in sheet or area will include hand sanitizer. Arrival and dismissal procedures will be published to parents prior to the first day of hybrid learning. Parents driving students will be asked to stay in their vehicle staff on duty will ensure students get to the correct entrance. Parents walking students to school will connect students with staff member at drop area. Parent will not enter the building at arrival or dismissal. Late arrivals will all enter through the front office. Office staff will help support student arrival information. Teachers walk students to buses and pick-up zones

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Seating:** Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. ☒ **Materials:** Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. ☒ **Handwashing:** Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately. • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	• **Seating:** Furniture will be arranged and marked with a minimum of 35 square feet per person. • **Materials:** Students will be designated materials labeled with student names. If materials need to be shared hand sanitizer and wipes will be used between use. • **Handwashing:** each class will present a series of handwashing lessons and review lessons, signs will be placed throughout the building, reminders will be shared frequently.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). ☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. ☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	Playground equipment use will follow guidance on county public park use Soap in restroom and hand sanitizers will be checked daily and refilled as needed. Handwashing will be scheduled in transitions from outdoors. Schedules will be designed to ensure only one cohort in an outdoor area at a time.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible 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 staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults.	Cleaning requirements will be reviewed by all staff, an implementation plan designating who is responsible for cleaning procedures and duration will be designed and followed in hybrid model. Signage will clearly state current equipment restrictions and availability When outdoor equipment is available for use, it will be cleaned per CDC guidelines. Outdoor use will be scheduled with additional time in-between groups for cleaning. Games not requiring touch or shared equipment will be taught and preferred as directed play options. Upstairs Staff room use- microwave and refrigerator access will be scheduled. Other areas for the purpose of resting and eating will be designated to honor 6 ft physical distancing.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include meal services/nutrition staff in planning for school reentry. ☒ Prohibit self-service buffet-style meals. ☒ Prohibit sharing of food and drinks among students and/or staff. ☒ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. ☒ Staff serving meals and students interacting with staff at mealtimes must wear face shields or face covering (see section 1h of the **Ready Schools, Safe Learners** guidance). ☒ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should 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, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.	Building administration is working directly with RSD nutrition department to plan for meal offerings. Students will eat in their classrooms at 6 ft distance from one another so they can remove face coverings. Student lunch schedules will include handwashing prior to each meal. Designated eating area will be sanitized between cohorts to include touchpoints and tables. Staff serving meals will wear face shields or face coverings All trays will be sanitized. The office staff room will be closed to general use. The upstairs staff room will be open to people that are in groups of 3 or less and keeping 6 feet physical distance.

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service. ☒ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the ***Ready Schools, Safe Learners*** guidance). ☐ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should be done at the time of arrival and departure. • If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. ○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple	Building administration will work directly with transportation to plan safe arrival/dismissal and transportation options. Buses will be cleaned between cohorts Loading and unloading protocols will include visual screening, Students displaying symptoms will wear a face covering, will be placed 6 ft apart from other riders and seated in the first row to ensure exit from bus first. Bus driver will call school office to notify of possible symptomatic student. Drivers will wear face coverings while student enter and exit bus Transportation details to include bus stop guidelines will be provided to parents prior to the start of hybrid model. Students will be required to wear face coverings throughout the day and including on the school bus.

OHA/ODE Requirements	Hybrid/Onsite Plan
windows should be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. • If arriving at school, notify staff to begin isolation measures. ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. ☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. ☐ Drivers wear face shields or face coverings when not actively driving and operating the bus. ☐ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings). ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the ***Ready Schools, Safe Learners*** guidance to transportation settings.	

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. ☒ Clean and disinfect playground equipment at least daily or between use as much as possible 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 should 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 should, to the extent possible, increase natural ventilation by opening windows and doors before students arrive and after students leave, and while students are present. ☒ 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 should 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.	Frequently touched surfaces will be wiped down throughout the day. Custodians will wipe down common areas, office staff will wipe office, and classroom teachers will wipe within the classroom. Playground equipment will be disinfected between cohorts. Disinfectants will be properly labeled and stored away from students. RSD operations department will choose appropriate products to use around students and staff. RSD operations will be asked to evaluate HVAC system to minimize indoor air circulation. When available windows and outdoor vents will be opened to offer fresh air. Ventilation system filters will be changed frequently. Admin will seek guidance from operations on usage of fans and ventilation system duration. Areas designated for hybrid use will be disinfected daily.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces). ☐ Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance).	

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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).	Identified isolation spaces will be designated prior to the start of hybrid model. When used as isolation, signs will identify use. Area will be disinfected after use. Sweetbriar administrator will continue to work directly with health care professionals to determine health service priorities.

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

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

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need	Each cohort of students will receive instruction on emergency procedures (fires, earthquakes, and safety threats) each month, engage in monthly fire drills, engage in at least two earthquake and safety threat drills throughout the year.

OHA/ODE Requirements	Hybrid/Onsite Plan
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 should 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 should 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.	Evacuation maps will take into consideration physical distancing when able. In the case that physical distancing is not manageable the drill will be completed in less than 15 minutes. All staff will be trained on safety drills prior to the first day of hybrid model. Students will wash hands or use sanitizer after a drill.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills. ☒ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. ☒ Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year. ☒ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors. ☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. ☐ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues.	Students showing lagging skills will be offered supporting, instruction, and skill-building training to include collaborative problem solving where appropriate. Teachers and other support staff will be trained to offer this support to students. Teachers and support staff will work together to determine the best time and location to offer student support to consider students safety and learning environment. Teachers will plan proactive measures to reduce known triggers Teachers will adjust and ask for support as needed as unexpected triggers of behaviors occur Self-regulation skills will be taught in each classroom. Students needing additional support may be offered small group or 1:1 instruction and support in these skills. Staff will receive training (Mandt, Trillium, Trauma informed care trainings) to support de-escalation, lagging skill instruction, and alternatives to restraint and seclusion. Staff will receive training (Mandt, Trillium, Trauma informed care trainings) support, and reminders in their own self-regulation and resilience. Support team will create a written plan prior to hybrid to address the follow situations with safety and support in mind: • Student eloping from area • Staff intervention for struggling student • Unexpected interaction with another cohort

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Plan for the impact of behavior mitigation strategies on public health and safety requirements: • Student elopes from area ○ If staff need to intervene for student safety, staff should: ● Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in behavior that requires them to be isolated from peers and results in a room clear. ○ If students leave the classroom: ● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff ● Ensure physical distancing and separation occur, to the maximum extent possible. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior). ○ If staff need to intervene for student safety, staff should: ● Maintain student dignity throughout and following the incident. ● Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. ☒ Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space. **Protective Physical Intervention** ☒ Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the ***Ready Schools, Safe Learners*** guidance: Cleaning, Disinfection, and Ventilation).	• Room clear • Physical aggression student to student • Physical aggression student to adult This plan will include proactive and responsive efforts and include disinfecting areas/equipment and communication plan following any of the above events. Disposable PPE will be provided if reusable PPE needs to be set aside for washing before use.

3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☒ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	Sweetbriar staff will be familiar with "Planning for COIVD-19 scenarios in School." Sweetbriar administrative staff will be well versed in applying the practices in "Planning for COIVD-19 scenarios in School." Reynolds School District will coordinate with Local Public Health Authority to establish communication channels related to current transmission level.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☒ Ensure continuous services and implement Comprehensive Distance Learning. ☒ Continue to provide meals for students.	Sweetbriar staff will be familiar with "Planning for COIVD-19 scenarios in School." Sweetbriar administrative staff will be well versed in applying the practices in "Planning for COIVD-19 scenarios in School." In response to an outbreak, all Sweetbriar students will be offered Comprehensive Distance Learning. Reynolds School District will be offered meal services during any closures due to COVID-19 impact.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☒ Clean, sanitize, and disinfect surfaces (e.g., playground equipment, 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.	Sweetbriar staff will be familiar with "Planning for COIVD-19 scenarios in School." Sweetbriar administrative staff will be well versed in applying the practices in "Planning for COIVD-19 scenarios in School." Sweetbriar will clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. Sweetbriar administration and planning committee will consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools from any transitions for CDL to hybrid.

ASSURANCES

This section must be completed by any public school that is providing instruction through On-Site or Hybrid Instructional Models.
Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section unless the school is implementing the* Limited In-Person Instruction *provision under the Comprehensive Distance Learning guidance.
This section does not apply to private schools.

☐ We affirm that, in addition to meeting the requirements as outlined above, our school plan has met the collective requirements from ODE/OHA guidance related to the 2020-21 school year, including but not limited to requirements from:

- Sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance,
- The ***Comprehensive Distance Learning*** guidance,
- The ***Ensuring Equity and Access: Aligning Federal and State Requirements*** guidance, and
- ***Planning for COVID-19 Scenarios in Schools***

☐ We affirm that we cannot meet all of the collective requirements from ODE/OHA guidance related to the 2020-21 school year from:

- Sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance,
- The ***Comprehensive Distance Learning*** guidance,
- The ***Ensuring Equity and Access: Aligning Federal and State Requirements*** guidance, and
- ***Planning for COVID-19 Scenarios in Schools***

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

4. Equity

5. Instruction

6. Family, Community, Engagement

7. Mental, Social, and Emotional Health

8. Staffing and Personnel

Assurance Compliance and Timeline

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

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

OREGON DEPARTMENT OF EDUCATION

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Troutdale Elementary School

OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Troutdale Elementary School, Reynolds School District #7
Key Contact Person for this Plan	Edward Krankowski, Principal
Phone Number of this Person	503-665-4182
Email Address of this Person	ekrankowski@rsd7.net
Sectors and position titles of those who informed the plan	Christina Grieve - Teacher Gayle Wollam- Teacher Tiffany Hallquist-Teacher Coni Didlake-Teacher Felicia Freeston- SpEd Teacher Jennifer Anderson- SpEd Teacher Sarah Rassmussen- Teacher Wendy Stevens- Teacher Jennifer Rutigliano-Teacher Jack Klobas-Teacher Deborah Ross - Educational Assistant Angela Tyler-Groce- Educational Assistant

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

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

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

	Suzann Grose- Educational Assistant Linda Taylor - School Nurse Edward Krankowski-Principal
Local public health office(s) or officers(s)	Multnomah County Health Department Multnomah ESD School Health Services Oregon Health Authority (OHA)
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Edward Krankowski
Intended Effective Dates for this Plan	08/15/2020 to 06/15/2021
ESD Region	Multnomah Education Service District (MESD)

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

As an effort to prioritize equity and serve the diverse needs of our learners and our community, each family within the Reynolds School District boundaries was offered a survey via Surveymonkey on 6/30/20. The survey included opportunities for feedback on Spring 2020 Distance Learning and on Re-opening procedures for Fall of 2020 including, but not limited to the following areas: Caregiver status, device and internet access, preferred educational service delivery model, preferred cohort schedule, and implementation of health and safety rules. This survey was translated for our Russian, Vietnamese, and Spanish speaking population. It closed on 7/15/2020. Additionally, staff participated in a survey offering feedback, based on their 2020 spring experience with the RSD distance learning model. Staff received the survey on 5/14/2020. The results of this survey will drive professional development for the RSD staff during the 2020-21 school year.

Troutdale (as of the 2019-2020 school year):
16% receive Special Education Services
> 95% access to free and reduced lunch
37% identify as students of color
22% are Ever English Learners

PARENT SURVEY RESULTS:
At the time of publication of this draft, 2,181 parents had responded to the Survey. Summary of parental results are included below:
On-Site: 12 (42.5%)
Hybrid: 5 (38.8%)
Comprehensive Distance Learning: (18.8%)
Combined Hybrid Cohort Model Preference (I.e, Two consecutive days of instruction for each cohort with a day for deep cleaning/prep/distance learning support. E.g., Cohort A= Monday and Tuesday, Cohort B= Thursday and Friday, and deep cleaning on Wednesday)= 42.8%

STAFF SURVEY RESULTS

Summary of staff results are below:

What would your vison of school include for the 2020-21 school year? More tech imbedded in the day, flipped classrooms, smaller class sizes, increased SEL, decision making that supports the equity goal, and keep on-line available for students

Use of Elementary Essential Skills Curriculum for guidance- 68%

What technology platforms are you most interested in learning more about- Schoology, Microsoft Teams, and OneNote were the top 3

What function of technology are you most interested in learning more about? Increasing student accessibility to the teacher, formative assessment, and presenting and publishing student work were the top 3

My school staff collaborate to obtain basic living needs and social emotional supports when requested by families in my class. 95.6 % strongly agreed/agreed

In addition to the above survey results, the Troutdale Elementary School Reopening Committee met on July 2 and July 7, 2020, to discuss the Oregon Department of Education Guidance Sections 1-8. The committee members agreed that a variety of safety and health concerns would arise from the full-time model, including:
-Ability to accurately perform Safetycare procedures.
-Limited Seclusion and secondary instructional areas.
-Ability to maintain cohorts with everyone on-site.
-Safe staggered entry and exit of students per CDC guidelines.
-Ability to follow behavior and safety plans with limited space per social distancing.
-Ability to serve food, conduct PE classes, and maintain safety on the playground

Blueprint Timeline for Fall 2020 Reopening
Stakeholder Surveys (June 2020)
ODE Blueprint Information Sessions via Zoom (June 2020)
Collaboration with RSD Principals (July 2020)
Draft v1 CDL Plan Review by RSD Cabinet (July 21, 2020)
Draft v1 CDL Plan using RSD Cabinet's Feedback (July 21 - August 11, 2020)
Draft v2 submitted to the District Office (August 12)
Plan Reviewed by RSD Cabinet and RSD Re-opening Task Force (August 12-13, 2020)
Final CDL Plan Submitted to Local Public Health Authority (LPHA) -(August 2020)
Final CDL Plan Submission to ODE (August 14, 2020)
Draft v3 Hybrid Plan Submitted to RSD Cabinet (October 29, 2020)

3. Indicate which instructional model will be used.

Select One:

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

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

5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and submit online. (https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

At Reynolds Schools District, our Reopening Task Force – comprised of administrators, teachers, parents, students, and community partners – has been working to build guidelines to ensure the safety of our staff and students. COVID-19 will likely continue to pose a public health risk throughout the school year. Reynolds School District will continue to work under the direction of ODE and the Oregon Health Authority on how we can best provide a high quality, equity-focused education for all students. We are committed to providing a safe, effective learning environment in new and innovative ways and will continually adapt our approach as needed. At this time, Multnomah County has not met any of the three metrics in the ODE Ready Schools Safe Learners documents that would enable us to bring students and staff back into our buildings.

· Case rate: ≤10 cases per 100,000 population in the preceding 7 days

· Test positivity: ≤5% in the preceding 7 days

· AND State metric must be met three weeks in a row:

· Test positivity: ≤5% in the preceding 7 days

Therefore, we will begin the year in Comprehensive Distance Learning and will continue in this instructional model until Multnomah County is able to meet all three of the required metrics.

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

Troutdale Elementary School will implement those Instructional Best Practices for Comprehensive Distance Learning including the following:

• Students and teachers continue to be engaged daily in teaching and learning

• All students access grade-level content

• Unfinished learning is addressed in service of grade-level content

• Teacher checks for understanding and misconceptions

• Students receive feedback on their work

• Students own their learning

Additionally, Troutdale Elementary School will ensure all students receive services or supports provided under ESSA, IDEA and/or ADA. Students will learn at highest levels when access to general education peers and grade level content is sustained.

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.

The Reynolds School District will move from Comprehensive Distance Learning to a Hybrid instructional Model when Multnomah County is able to meet all three of the Governor's established metrics as described in the ODE Document 'Ready Schools, Safe Learners. Troutdale Elementary School's plan to re-open schools includes instructional delivery via a Comprehensive Distance learning model during the Fall/Winter with a gradual entry/phase in of the hybrid model. All students will begin school engaged in Comprehensive Distance Learning programming on September 14, 2020. If Multnomah County meets the required metrics to reopen safely, Troutdale Elementary School will begin a Hybrid model phase in process with all classes divided into 2 cohorts (I.e., Cohort A, and Cohort B). Students in Kindergarten and students who are in Structured Behavior programs will start the Hybrid Model 1 week prior to all other students. Cohort A will attend school on Monday and Tuesday, and Cohort B will attend school on Thursday and Friday. All students, divided by Cohort A and B, will attend school during the 2nd week of the Hybrid model phase in process. Cohort A will attend school on Monday and Tuesday, and Cohort B will attend school on Thursday and Friday. Students who are not receiving their education in the brick and mortar setting will engage in the Comprehensive Distance Learning Model.

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Implement measures to limit the spreads of COVID-19 within the school setting. ☐ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. ☐ Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. ☐ Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. ☐ Process and procedures 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.	Communicable Plan: Troutdale Elementary School has developed a Communicable Disease Management Plan based on a school-site template provided by MESD School Nursing Services, as well as requirements noted in the Ready Schools Safe Learners Guidance Document. Troutdale Elementary School also follows RSD Board Policies that relate to the health and safety of both staff and students. LPHA Staff: Heather Godsey, MESD Nurse Consultant hgodsey@mesd.k12.or.us 503-257-1709; Linda Taylor, Troutdale Elementary School Nurse, ltaylor@mesd.k12.or.us Protocol Notify LPAH: All suspected or confirmed cases of COVID-19 or instances of COVID-19 exposure in RSD employees, students, contractors, and visitors to district sites are reported to RSD through a COVID-19 Case Online Reporting Form

☐ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. ☐ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. ☐ Process to report to the LPHA any cluster of any illness among staff or students. ☐ Protocol to cooperate with the LPHA recommendations and provide all logs and information 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. ● 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, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student ☐ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. ☐ Process to ensure that 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. ☐ Protocol to respond to potential outbreaks (see section 3 of the ***Ready Schools, Safe Learners*** guidance).	to ensure that precautionary steps can be taken to prevent the spread of the virus and that the MESD District Nurse Consultant coordinates appropriate notifications and recommendations with Multnomah County Health Department. Plans Disinfection: Custodial staff follow an established schedule to ensure areas used are systematically disinfected per the CDC's guidance on disinfecting public spaces. Process Report to LPBHA: All suspected or confirmed cases of COVID-19 or instances of COVID-19 exposure in RSD employees and student are reported to RSD and MESD School Nursing through a COVID-19 Case Online Reporting Form Protocol Cooperate: The MESD Nurse Consultant provides recommendations to District Operations and sites reporting possible exposure through an established COVID-19 Online Reporting Form. Provide Logs: Logs and information are reported in a timely manner through the RSD-MESD COVID-19 Case Online Reporting Form. Protocol Screening Staff and Students: Troutdale Elementary School has developed plans and procedures to ensure proper daily and effective screening before students and staff enter school by having evaluated our physical layout, doorways and other options Protocol Isolate: As part of its Communicable Disease Plan, Troutdale Elementary School has identified an area to isolate any ill or exposed persons from physical contact with others. Protocol Communicate: In accordance with the Oregon School Nurses' Association Communicable Disease School Communication Protocol, Troutdale Elementary School follows the recommendations of the MESD Nurse Consultant, based on her investigation of the reported case, on any required communication with/notification to students or staff who may be impacted by the reported potential COVID-19 case. Create System: Troutdale Elementary School will be maintaining daily logs for each student/cohort for the purpose of contract tracing. The school has organized students and staff into stable cohorts per the recommended guidelines. Required Components of logs: Troutdale Elementary School will ensure that logs will include the required components. Protocol keep daily logs: Troutdale Elementary School will ensure that daily logs are kept and archived for contract tracing to assist the MESD Nurse Consultant as needed. COVID-19 Enforcement Lead: Ed Krankowski School Nurse Lead: Linda Taylor Nurse Assistant: Pamela Romero Multnomah County Health: https://www.oregon.gov/oha/PH/PROVIDERPARTNERRESOURCES/LOCALHEALTHDEPARTMENTRESOURCES/Documents/Multnomah.pdf Protocol Itinerant/District Staff: Troutdale Elementary School has established a process to ensure all itinerant and all district staff are logged in and out, including areas visited and with whom they were in contact. All district staff also are required to swipe their ID badge upon entry into any building, which also provides an additional record if needed. All staff entering the building must scan a QVC code and answer health screener questions. All staff must scan a QVC code when leaving the building confirming the areas of the building that were visited, and to confirm that they sanitized the areas that were touched.

	Process Consult with LPHA: District Operations and MESD Nursing Services have developed a process for schools to report and consult, including additional cleaning and possible classroom or program closure. Potential Outbreaks: In consultation with District Operations and the MESD Nurse Consultant, Troutdale Elementary School will utilize the "Planning for COVID-19 Scenarios in Schools" toolkit to respond to potential outbreaks, including, but not limited to required notifications, cleaning and possible classroom or program closure. Custodial will close off affected area; provide increased ventilation of area if possible; stay out of the closed area as long as possible; disinfect closed area(s) using fogger.

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. **Medically Fragile, Complex and Nursing-Dependent Student Requirements** ☐ All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services: 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. ☐ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law: ● Communicate with parents and health care providers to determine return to school status and current needs of the student. ● Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. ● Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. ● The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. ● Service provision should consider health and safety as well as legal standards. ● Work with an interdisciplinary team to meet requirements of ADA and FAPE.	The Reynolds School District has selected the Hybrid Instructional Model to ensure that all of its schools can serve its students in high-risk populations. Troutdale Elementary School will operate according to the Hybrid Instructional Model. Reynolds School District (RSD) contracts with Multnomah Education Service District's (MESD) School Health Services department to provide nursing services to medically fragile, complex and nursing-dependent students aligned with the mandated ratios identified in ORS 336.201. In addition, RSD has prioritized staffing levels to also provide preventive nursing services for the general population of students. RSD currently has eight (8) registered nurses and one (1) school health assistant providing nursing services for the medically fragile, complex, and general population students. RSD also has contracted for three (3) nursing positions to support current nursing dependent students. RSD is working with our school health providers to update the various health services in the district (nursing, speech language pathology, occupational therapy, physical therapy, and behavioral and mental health services. These updates are to align health management plans, care plans, IEPs and 504s with current health care considerations. All students and staff will be given the opportunity to self-identify as high risk. Staff and students will also be given the opportunity to identify if they live with a vulnerable family member. **Students** ● All students identified as high risk by either physician or parent notification will be provided online instruction four times weekly. ● Students receiving Special Education services will continue to get their services per the IEP. For services unable to be performed via online instruction, the IEP team will convene to form an agreement. ● Students with Language services will continue to receive instruction through a push-in model and on-line **Staff** ● Staff will be given the opportunity to self-identify as high risk. Staff designated as High Risk will follow all aspects of the RSD Communicable Disease Management Plan, and Human Capital

• High-risk individuals may meet criteria for exclusion during a local health crisis.
• Refer to updated state and national guidance and resources such as:
  ○ US Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.
  ○ ODE guidance updates for Special Education. Example from March 11, 2020.
  ○ OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education'.
  ○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.
	Management requirements as related to their respective Collective Bargaining Agreements
	
	Visitors/Volunteers:
	In accordance with CDC and Oregon Health Authority Guidelines, no volunteers will be permitted to support in-person or on-site activities. No Volunteers will be allowed in the building or on school grounds.
	
	Review, Monitor, and Adjust:
	
	The Troutdale Elementary School Re-opening Committee/Safety Team will conduct monthly meetings to review, monitor, and adjust practices to minimize risk to all students and staff. Dates and times are TBD.

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. ☐ Support physical distancing in all daily activities and instruction, striving to maintain at least six feet between individuals. ☐ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. ☐ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). ☐ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.	Schedule Modifications: Troutdale Elementary School will establish stable cohorts of students as part of its schedule modifications to limit the number of students in the building. Cohorts will attend on only specific days. The school's reopening team has identified specific ingress and egress points for designated grade levels; those grade level cohorts will only use one designated ingress and egress point throughout the day. Plan for Students Additional Support: School administrators, counselors, social workers, educational assistants and other support staff will work with students who need additional support in maintaining physical distancing requirements. **Capacity:** RSD facilities departments measured all usable space for instructional delivery. Calculations were completed by using the minimum of 35 square feet per person. The results support a Hybrid model using Cohorts, A and B. **Students attending the Hybrid Model will participate in Schools on an alternate schedule as indicated below:** Troutdale Elementary School's plan to re-open schools includes a gradual entry/phase in of students. All students will begin school engaged in Comprehensive Distance Learning programming. Kindergarten students and students who are in Structured Behavior programs will start the Hybrid Model upon meeting the criteria for the Multnomah County Covid-19 metrics. Classes will be divided into 2 cohorts (I.e., Cohort A, and Cohort B). Cohort A will attend school on M, and T. Cohort B will attend school on TH and F. Cohort A: Students receive their instruction on-site Monday and Tuesday, and on Thursday and Friday these students receive their instruction through the Comprehensive Distance Learning Model Cohort B: Students receive their instruction on-site Thursday and Friday, and on Monday and Tuesday these students receive their instruction through the Comprehensive Distance Learning Model

	Cohort A and B: No on-site instruction on Wednesdays. Wednesdays are reserved for deep cleaning and supporting on-line learning. **Classroom Social Distancing** To increase social distancing, classrooms will be limited to 18 individuals in each room at a time. All classrooms within TES have this capacity, as per the 35 square feet per person measurements conducted by the RSD facilities team.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. ● The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☐ Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the ***Ready Schools, Safe Learners*** guidance). ☐ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. ☐ Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. ☐ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers. ☐ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	Stable Cohorts: Troutdale Elementary School will establish stable cohorts of students as part of its schedule modifications to limit the number of students in the building. Troutdale Elementary School has measured and planned for 35 square feet per person, including staff, in its classrooms. System Daily Logs: Troutdale Elementary School will be maintaining daily logs for each student/cohort for the purpose of contract tracing. Troutdale Elementary School will ensure that logs will include the required components. Cleaning and disinfecting: According to the custodial daily schedule, custodians will disinfect areas when a cohort leaves an area. Example: Cohort leaves cafeteria, custodian will disinfect tables using disinfectant and flat mop; cohort returns to class after recess, custodian wipes play structure. **Entry and Exit Ways/ Hallways:** Hallways will be marked with directional signals to increase one-way traffic. Students and staff will utilize entry and exit ways closest to their classrooms. Kinder- Main kinder pod entry/exit way K-3 SBC, and 1st Grade Pod- Main 1st grade pod entry/exit way 2nd Grade- North door 3rd Grade and ¾ blended classroom- North door 4th Grade and 3rd-5th Grade SBC- West door 5th Grade and 4/5 blended classroom- Main Entrance/Exit Way on the East side of the building **Stairwells:** Main Stairwell: Students will use this stairwell to walk up to the second floor Middle Stairwell: Students will use this stairwell to walk down to the first floor Side Stairwell: Students will use this stairwell to walk up to the first floor *Upon arrival, dismissal, and during emergency situations, all stairwells will be used to walk down to the first floor.

	Transportation Students at Troutdale will arrive and depart via different modes of transportation. As of February 2020, 36% of students who attend Troutdale Elementary School rode the bus. Troutdale Elementary School staff will collaborate with the Transportation department to build a schedule for arrival and dismissal that optimizes social distancing. ● Students who ride the bus will maintain 3ft distance unless they come from the same household. If they come from the same household, they will sit with each other; ● Students will be met by a staff member as they exit the bus; ● Students who are walking or dropped off by their parents will be met by staff members to help guide them to the appropriate point of entry ; and, ● Students will enter their buildings at designated points by grade level **In Building Cohorts** Each classroom will be its own Cohort. At the time of publication, classroom cohort sizes are as follows: ● SBC Classroom 153 (approx. 8 students, 4 staff) ● SBC Classroom 252 (approx. 11 students, 3 Staff) ● Kinder Classroom 143 (11 Students, 1-2 staff) ● Kinder Classroom 141 (10 Students, 1-2 staff) ● Kinder Classroom 142 (9 Students, 1-2 staff) ● First Grade Classroom 152 (9 Students, 1 staff) ● First Grade Classroom 151 (9 Students, 1 staff) ● First Grade Classroom 144 (10 Students, 1 staff) ● Second Grade Classroom 163 (9 Students, 1 staff) ● Second Grade Classroom 162 (11 Students, 1 staff) ● Second Grade Classroom 161 (8 Students, 1 staff) ● Third Grade Classroom 264 (13 Students, 1 staff) ● Third Grade Classroom 262 (12 Students, 1 staff) ● Third/Fourth Grade Classroom 263 (12 Students, 1 staff) ● Fourth Grade Classroom 254 (13 Students, 1 staff) ● Fourth Grade Classroom 253 (11 Students, 1 staff) ● Fourth/Fifth Grade Classroom 244 (13 Students, 1 staff) ● Fifth Grade Classroom 243 (12 Students, 1 staff) ● Fifth Grade Classroom 242 (11 Students, 1 staff) ● Fifth Grade Classroom 241 (12 Students, 1 staff) *Note, all classrooms will likely have additional staff through an ELL, SpEd, and MTSS push-in model. This will fluctuate based on need.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Develop a letter or communication to staff to be shared at the start of on-site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. ● Consider sharing school protocols themselves. ☐ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. ● Consult with your LPHA on what meets the definition of "close contact."	Communicate Start On-Site Instruction; The building administrator and School Safety Team will provide training for staff at the start of on-site instruction and periodically to review the required infection control measures. Additionally, all district employees were required to complete by October 31, 2020 several modules of Safe School training on the prevention of COVID-19 in the school setting. Develop Confirmed Case: In accordance with the Oregon School Nurses' Association Communicable Disease School Communication Protocol, Troutdale Elementary School follows the recommendations of the MESD

☐ Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. ☐ Provide all information in languages and formats accessible to the school community.	Nurse Consultant, based on her investigation of the reported case, on any required communication with/notification to students, families or staff who may be impacted by the reported potential COVID-19 case. Develop Protocols Immediately: In consultation with District Operations and the MESD Nurse Consultant, Troutdale Elementary School will utilize the "Planning for COVID-19 Scenarios in Schools" toolkit to respond to potential outbreaks, including, but not limited to, required notifications, cleaning and possible classroom or program closure. Routine and frequent communication will be provided to families on a monthly basis as well as technology support.

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms. COVID-19 symptoms are as follows: ● Primary symptoms of concern: cough, fever or chills, shortness of breath, or difficulty breathing. ● Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19, but are not enough in isolation to deny entry. More information about COVID-19 symptoms is available from CDC. ● In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. ● Emergency signs that require immediate medical attention: ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face ○ Other severe symptoms ☐ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. ● Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the ***Ready Schools, Safe Learners*** guidance) and sent home as soon as possible. ● They must remain home until 72 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. ☐ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days. ☐ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. ☐ 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.	Screen all students and staff: Troutdale Elementary School has developed plans and procedures to ensure proper daily and effective screening before students and staff enter school. School bus drivers have been trained on screening students when they enter the bus and have been trained on how to support a student who may be exhibiting symptoms. Follow LPHA Advice: Troutdale Elementary School and District Operations follow the advice and recommendations of the MESD Nurse Consultant related to any COVID-19 staff or student report filed. Troutdale Elementary School also has an assigned MESD school nurse who is available to provide advisement and guidance in collaboration with the Nurse Consultant. Staff/Students Chronic Cough: In consultation with District Operations and the MESD Nurse Consultant, Troutdale Elementary School will utilize the "Planning for COVID-19 Scenarios in Schools" toolkit to address any staff or student with exhibit a chronic or baseline cough. **Arrival and Entry** ● All students will enter the school grounds as they are dismissed by staff from their vehicles and buses, and students proceed to their designated entrance. Entrances are designated by grade level. ● Students will go directly to their classroom cohort. Once arrived, the next student will be allowed to enter. ● Staff will be present at each entry point, at the check-in area, and near each classroom cohort. **Screening Students Upon Entry** ● Staff will be assigned at the check in area at the entry point for visual screening, and will use non-contact thermometers to screen each student ● When screening indicates that a student is symptomatic, they will be escorted to the first floor designated health area. (See section 1a for further details on health protocols). ● Handwashing stations are available in each classroom and at each entry/exit point. In addition, sanitizing stations will be available at tables outside of each classroom, in the main lobby, near the restrooms, and in the upper and lower hallways. **Contact Tracing** ● Teachers and support staff will be designated to update and maintain contact tracing logs. **Screening for Staff**

	• Staff are required to self-report if they have been exposed to COVID-19. • Staff will report if they exhibit any of the symptoms of COVID-19. • Staff members will perform self-screenings prior to entering the building each day.

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Restrict non-essential visitors. Only allow visitors if six feet of physical distance between all people can be maintained. ☐ Visitors must wash or sanitize their hands upon entry and exit. ☐ Visitors must wear face coverings in accordance with local public health authority and CDC guidelines. ☐ Screen all visitors for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.	Visitors will not be allowed to enter Troutdale Elementary School or participate in other on-site school activities. All meetings will be conducted via Zoom or any other district approved virtual meeting platform.

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

OHA/ODE Requirements	Hybrid/Onsite Plan

☐ Face coverings or face shields for:
• Staff who are regularly within six feet of students and/or staff
  ○ This can include staff who support personal care, feeding, or instruction requiring direct physical contact.
  ○ Staff who will sustain close contact and interactions with students.
• Bus drivers.
• Staff preparing and/or serving meals.
 	
☐ Face shields or clear plastic barriers for:
• Speech Language Pathologists, Speech Language Pathology Assistants, or other adults providing articulation therapy.
• Front office staff.
 	
☐ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role.
☐ **Students who choose not to wear face coverings must be provided access to instruction.**
☐ **ADA accommodations:** If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.
	Facial Shields
	Facial shields will be required for the following staff:
	• Front Office Staff
	• Mental Health Therapists
	• School Psychologist
	• Speech Language Pathologist & SLPA
	• Behavior Facilitator
	• Behavior consultant
	
	Facial Coverings
	Facial Coverings will be required for the following staff:
	• Teachers
	• Educational Assistants
	• Cafeteria Staff
	• All other staff interacting directly with students (within 6 Feet)
	• Itinerant Staff
	
	Facial Coverings cannot be required for use by children and should never prohibit access to instruction or activities.
	
	For students who require an accommodation to meet the requirement for face coverings, the school team will work closely with the student and family to develop a plan in alignment with ODE guidance to accommodate the student's needs and ensure safety of staff and other students.
	
	For students eligible for IEP/504 services who cannot wear a face covering due to the nature of the disability, the school team will work closely with the student and family to develop or amend a plan. The school team will 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, school teams will consider whether the student's inability to consistently wear a face covering or face shield as required is due to a disability. If the school team suspects a disability, the team will proceed through the evaluation and eligibility process.

1i. ISOLATION MEASURES

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Protocols for surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day. ☐ Protocols for assessment of students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. ● Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. ● 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. ☐ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. ● School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space, and hands washed after removing PPE. ● If able to do so safely, a symptomatic individual should wear a face covering. ● To reduce fear, anxiety, or shame related to isolation, provide clear explanation of procedures, including use of PPE and handwashing. ☐ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.	• If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. ○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. • If arriving at school, notify staff to begin isolation measures. • If transporting for dismissal and the student displays an onset of symptoms, notify the school. Staff exhibiting symptoms upon arrival will be directed to return home. If unable, staff will isolate in a designated isolation area until transportation can be arranged. ● Troutdale Elementary School will use room 100 C as the Isolation area. ● Symptomatic students will remain at school until a designated adult can pick them up. ● Staff will be assigned to supervise a symptomatic student while remaining at least 6 feet apart and wearing face coverings. ● Secondary isolation areas will be identified as needed. ● Documentation of symptomatic student will be kept including the following: ○ Name of the student ○ Assigned Cohort ○ Contact tracing information ○ Actions taken ○ Parent or Guardian contact logs

☐ 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. ● Symptomatic staff or students should seek COVID-19 testing from their regular physician or through the local public health authority. ● If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. ○ Alternatively, a person who had a positive viral test may return to school when they have received two subsequent negative COVID-19 viral tests at least 24 hours apart and 72 hours have passed since fever is gone, without use of fever reducing medicine, and other symptoms are improving ● If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. ● If they do not undergo COVID-19 testing, the person should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. ☐ Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists). ☐ Record and monitor the students and staff being isolated or sent home for the LPHA review.	

2. Facilities and School Operations

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

2a. ENROLLMENT

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Enroll all students following the standard Oregon Department of Education guidelines. ☐ Do not disenroll students for non-attendance if they meet the following conditions: ● Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or ● Have COVID-19 symptoms for 10 consecutive school days or longer. ☐ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.	● Students and families will be given the option of participating in the Hybrid model or fully online distance learning. Student and family participation in these options are flexible and can be modified anytime per parent request. ● Students participating in a Hybrid model will attend school (2) days each week and attend distance learning (3) days each week. ● Hybrid and Online programs will utilize parallel programming, allowing symptomatic students to continue to participate in online learning during a medical absence.

2b. ATTENDANCE

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ **On-Site school students**: Full-time and part-time students follow normal reporting policy and procedures. ☐ **Full-Time Online and/or Hybrid school students**: Full-time students who are enrolled in school and taking online and/or hybrid courses only are reported on an FTE basis using a standard record (ADMProgTypCd = 01) as identified in the Oregon Cumulative Average Daily Membership (ADM) Manual. This is an existing policy previously used in the online setting. As such, there should not be any need to reprogram student information systems to accommodate for this change and the addition of the hybrid setting. ● Note: Because the students in the online and/or hybrid setting do not regularly attend classes at the district facilities, the standard procedures for recording student days present and days absent cannot be effectively applied to those students. This will reduce accuracy of attendance data for the state while this is in effect. ● For the purposes of this section, please use the following definition and clarification: **Online and/or Hybrid Check-in:** The responsibility of taking attendance must be performed by the teacher of record. "Check-ins" with appropriately ● licensed instructional staff are two-way communications between the student and the teacher. A check-in does not include a student leaving a message on an answering machine or sending an email that does not receive a response from the appropriately licensed instructional staff by the end of the next school day. ● The student must check-in **at least** twice a week with their teacher(s) of record on **at least** two separate weekdays in order to be counted as present for all five days of that week. ● If the student only checks in once during the week, the student must be counted as absent for half of the scheduled week (2.5 days, if there are 5 days scheduled in the week). ● The student must be counted as absent for the entire week (5 days, if there are 5 days scheduled in the week) if they do not report in at all during the week. ● Note: If a district schedule is based on a 4-day school week, the student would still need to check in twice a week as described above in order to be counted as present for the entire week (4 days) and once a week to be counted as present for half of the week (2 days). ● Days in attendance may not be claimed for days in which the student did not have access to appropriately licensed instructional staff. The purpose of the rule regarding checking in with the teacher of record is to assure that the teacher can evaluate whether the student is making adequate progress in the course and the student has additional guaranteed opportunities to engage with a teacher. The responsibility of taking attendance must be performed by the teacher of record, not another staff member (e.g., the registrar or school secretary).	For students attending on-site on their hybrid days, attendance will be tracked upon arrival at Troutdale Elementary School. Specific check-in/check-out times will be documented in the front office. For students participating in Online Distance Learning, attendance will be considered as at least one of the following: ● Participating in Live Virtual Classroom sessions. ● Submitting Assignments. ● Participating in Email communication with Classroom staff. ● Participating in Phone or Text Communication with Staff. Data on attendance and participation will be reviewed weekly. Student Attendance: Troutdale Elementary School will share with parents and students clear and concise district attendance and participation expectations for the hybrid learning model before in person instruction begins. School counselors and social workers assigned to Troutdale Elementary School will also support family involvement and students' regular attendance both for the online and in person components of the hybrid model.

☐ **Part-time students receiving online and/or hybrid instruction (not college courses):** Students who are not enrolled full-time and are taking online and/or hybrid courses offered by the school district or charter school are reported as large group instruction (program type 4), unless they are an ESD-registered homeschooled or private school student receiving supplemental coursework in public school, which are reported as shared time (program type 9). The district may count up to 1 hour per day per course taken, provided appropriately licensed teachers for the coursework taken, are available and accessible to the student during regular business hours on each school day to be claimed. Because this is online and/or hybrid instruction, attendance is based on check-ins with the student's appropriately licensed teacher(s) of record at least two times (on different days) during the school week.	

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Update procedures for district-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.	• Each student will be assigned a device for days that are participating in online learning. • Families with limited internet access will be given local options. If not available or accessible, the student team will meet to discuss on-site options. • Each school issued devices will be checked out according to use Serial Number and/or MAC address. A user agreement must be signed by a parent or guardian prior to disbursement. • Students will continue to use district supplied devices assigned to the student and there will be no sharing of devices. • Students will return devices needing return, inventory, updating, or redistributing following social distance guidelines in the office or library. Devices will be isolated in plastic Ziploc bag and accessed by properly safeguarded technicians and cleaned with approved disinfectant.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ **Handwashing:** All people on campus should be advised and encouraged to wash their hands frequently. ☐ **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. ☐ **Events:** Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. ☐ **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. ☐ **Personal Property**: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.	**Handwashing:** All students will perform handwashing before and after breakfast and lunch. Handwashing will be available in each classroom. Hand sanitizing stations will be established throughout the classroom and in common areas such as the lobby, hallways, and near entry and exit points. **Equipment:** Sharing of supplies such as scissors, pencils, crayons will be restricted whenever possible. Staff will make attempts to ensure each student has individual items. If not possible, staff will ensure equipment is sanitized after usage and prior to be given to another student or staff. Equipment in need of sanitizing is identified and placed on the custodian's schedule. Equipment with multiple users per day will be sanitized by instructional staff who have been provided with the proper disinfecting supplies. (Equipment left in the classrooms will be disinfected each night by the fogger.) **Personal Property:** Troutdale Elementary School has established policies for personal property being brought to school. Policies related to personal property and other COVID-19 prevention guidelines will be communicated with parents and students before in person learning begins. **Events:** Cohorts will participate in start of year Safety drills on their assigned on-site days. This includes: • September-June Fire Drills

	• September-Evacuation drill • Lockdown drill • Earthquake drill Positive Behavior Support events will occur in cohort groups only. All school-wide assemblies including award ceremonies, graduation, parties, celebrations, will be hosted online unless social distancing restrictions are lifted. **Transitions/Hallways:** Similar to our current protocol, students will be supervised when using the hallways for transitions. Students at Troutdale Elementary School will remain in their assigned cohort classrooms to reduce transitioning. If a student does need to use the hallway or common area, a staff will be radioed to provide supervision and ensure social distancing. When transitioning to PE or Music, students will utilize floor markings to remain 6ft apart. Students will be dismissed one by one when possible. A staggered schedule will also be created to ensure classrooms aren't transitioning at the same time. **Personal Property**: It is recommended that students do not bring personal items from home. All students will have their personal items subjected to a security search as is indicated in the intake paperwork and student handbook. Students will then take their belongings with them to class and keep them in their designated 35ft^2 area. Personal property must be cleared marked with the students name and cohort classroom. Tags will be provided to students for this purpose. **Restrooms**: Troutdale Elementary School has bathrooms in each kinder classroom, and in the 1st grade classroom located in the kinder pod. All other grade levels have bathrooms in their pod. Each grade level will utilize the bathroom within the pod to ensure social distancing and sanitization within cohorts. Restrooms will include visual reminders and signage of proper hygienic practices. Including: • Handwashing techniques • Covering coughs/sneezes • Social distancing • Facial coverings • COVID-19 symptoms

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☐ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☐ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the ***Ready Schools, Safe Learners*** guidance). ☐ Develop sign-in/sign-out protocol to help facilitate contact tracing: • Eliminate shared pen and paper sign-in/sign-out sheets. • Ensure hand sanitizer is available if signing children in or out on an electronic device. ☐ Install hand sanitizer dispensers near all entry doors and other high-traffic areas.	**Arrival & Entry Procedures** • All students will enter the school grounds as they are dismissed by staff from their vehicles and buses, and students proceed to their designated entrance. Entrances are designated by grade level: Kinder- Main kinder pod entry/exit way K-3 SBC, and 1st Grade Pod- Main 1st grade pod entry/exit way 2nd Grade- North door 3rd Grade and ¾ blended classroom- North door 4th Grade and 3rd-5th Grade SBC- West door 5th Grade and 4/5 blended classroom- Main Entrance/Exit Way on the East side of the building

☐ Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.	• Students will go directly to their classroom cohort. Once arrived, the next student will be allowed to enter. • Staff will be present at each entry point, at the check-in area, and near each classroom cohort. • Arrival procedures will begin promptly at 7:20 AM and continue until all students are safely checked in. • Breakfast will be provided in the classroom prior to student arrival. Students will be able to access breakfast at any time. **Sign-in / Sign-Out Procedures** • Students entering or leaving the building at times other than arrival or dismissal will use the main building entrance on the Southeast end of the building • Late arrivals will be greeted at the main entrance with visual inspection and security checks. Sign-in/Sign-out form will be issued by Administrative Assistant to track attendance and reduce sharing of pen/paper. • Parents will not be permitted into the building. **Dismissal Procedures** • Each student's ride will be called in order they arrive. Dismissal procedures will begin promptly at 2:15 pm. • Students will be staggered to increase social distancing. • Staff will be assigned to monitor hallways, yard, and Harlow Ave. for dismissal.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ **Seating:** Rearrange student desks and other seat spaces to at least six feet apart; 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 through signage and regular reminders from staff of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of and hands washed or sanitized immediately. • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	**Seating:** Classroom desks will be separated at least 6 feet apart. Students will use a single assigned non-cloth chair at all times. **Materials:** All efforts will be made to ensure that classroom materials are not shared or are sanitized after each individual use. When possible, staff will attempt to get individual supplies to each student. **Handwashing:** All students will wash their hands upon entry into the building and prior to breakfast and lunch. Additional opportunities will be provided throughout the day. **Furniture**: All non-essential furniture will be removed from classrooms including couches and cloth chairs. Any remaining furniture that is cloth or fabric will be appropriately covered with plastic per CDC recommendations. **Classroom procedures**: All classrooms will use their cubby storage spaces for students' personal belongings. Students will be able to access the baseball field for exercise and activities within their cohorts. Students will wash hands after leaving the classroom for PE and Break activities.

2g. PLAYGROUNDS, FIELDS, RECESS, AND BREAKS

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see	Use of the playground elements or playground structure is not permitted.

Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). ☐ Students must wash hands before and after using playground equipment. ☐ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect between sessions and between each group's use. ☐ Cleaning requirements must be maintained (see section 2j of the ***Ready Schools, Safe Learners*** guidance). ☐ Maintain physical distancing requirements, stable cohorts, and square footage requirements. ☐ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). ☐ Design recess activities that allow for physical distancing and maintenance of stable cohorts. ☐ Clean all outdoor equipment between cohorts.	Students requesting a break per their behavior plans will be allowed to choose a location according to availability of social distancing. AM/PM Custodians: Cleaning and disinfecting will be maintained for all areas of the school. Disinfecting of frequently touched surfaces will be performed throughout the day and the school will be disinfected using an electrostatic fogger at night.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Include meal services/nutrition staff in planning for school reentry. ☐ Staff serving meals must wear face shields or face covering (see section 1h of the ***Ready Schools, Safe Learners*** guidance). ☐ Students must wash hands before meals and should be encouraged to do so after. ☐ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed. ☐ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. ☐ Adequate cleaning of tables between meal periods.	Nutrition Services is working directly with each school to develop a plan specific to the needs of that school to ensure the cleaning and sanitizing of meal touch-points. Custodians will ensure the cleaning and disinfecting of tables between meal periods, e.g., sanitizing cafeteria tabletops using short-handled flat mops and disinfectant or using disposable table coverings changed between each meal period **Breakfast**: Students will have a grab and go breakfast. They will pick up their breakfast after they are screened upon entry. All staff delivering meals and working with food will wear face shields and face coverings. Two designated kitchen staff members and one custodian will be responsible for cleaning and disposing of trash after students eat their breakfast in their classrooms. Waste baskets will be placed outside of the classrooms by 9:00 am. Additional support will be provided as needed. **Lunch**: Lunch will be provided each day between 11:00 am and 12:30 pm. Lunch will be delivered to classrooms by 2 designated staff members. Students will get their lunches from a designated area in the classroom one at a time. Designated staff will be responsible for disposal and cleaning of lunch materials (trays, food scraps, utensils). **Snacks**: Healthy snack options will be available. Each student will have a designated snack cubby to keep food and other items that they want to bring for snack.

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Include transportation departments (and associated contracted providers, if used) in planning for return to service. ☐ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the ***Ready Schools, Safe Learners*** guidance). ☐ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. • If a student displays symptoms, provide a face shield or face covering and keep student at least six feet away from others. Continue transporting the student.	Students will ride in cohorts of 28 Students will be seated 6 ft. from driver- Seats are marked for proper distancing as a visual aid to assist students while loading Maintain attendance logs for contact tracing Buses will be sanitized twice daily upon return to bus lot. Driver will conduct targeted cleanings between routes, with a focus on

○ If arriving at school, notify staff to begin isolation measures. ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. ☐ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. ☐ Drivers wear face shields or face coverings. ☐ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).	frequently touched surfaces such as, seat backs, seat tops and handrails. If unattended by an adult at the bus stop or while in route to school a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. ○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. If arriving at school, notify staff to begin isolation measures. If transporting for dismissal and the student displays an onset of symptoms, notify the school immediately. Student transportation will be tracked via a detailed log of drop-off and pick-up times along with any students who were in the cab or transport together.

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings, restrooms, and playgrounds. ☐ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ☐ Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. Do not use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. For example, do not use fans if doors and windows are closed and the fans are recirculating the classroom air. ☐ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. ☐ Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces). ☐ Air circulation and filtration are helpful factors in reducing airborne viruses. Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance).	• Clean and Sanitize: Cleaning and disinfecting will be maintained for all areas of the school. Disinfecting of frequently touched surfaces will be performed by custodians throughout the day and the school will be disinfected using an electrostatic fogger at night. • Disinfectant being used in fogger is Bioesque Botanical Disinfectant Solution: ○ EPA List N Registered Broad-Spectrum Disinfectant ○ Kills 99.9% of Bacteria, Viruses, Fungi & Molds ○ No Personal Protective Equipment (PPE) Needed ○ Botanically Derived Active Ingredient • School HVAC systems are being maintained to ensure efficient performance and air exchange rate. Where equipment can maintain required balancing, the MERV rating of the filtration will be increased. • PM Custodians: According to checklist will clean assigned areas. Classrooms and offices are disinfected using electrostatic fogger. • School HVAC systems are being evaluated to upgrade their performance and increase the air exchange rate and the MERV filtration rating where appropriate. Troutdale Elementary School will take extensive measures to ensure that all areas are cleaned and sanitized frequently. This includes the following: ● 2 Staff will be designated to clean after each transition and between subjects (at least every 30-45 minutes). ● All staff will clean items after individual usage. ● Door handles, desks, and tables will be cleaned frequently throughout the day. ● Ventilation systems will be checked and maintained by maintenance staff. ● Each classroom will be cleaned with a sanitizing solution each day. ● Friday's will be a fully off-site day to allow for sanitization.

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ OAR 581-022-2220 Health Services, requires districts to "maintain a prevention-oriented health services program for all students" including space to isolate sick students and services for students with special health care needs. ☐ Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	**Health Services:** ● Troutdale Elementary School will provide age appropriate hand hygiene and respiratory etiquette education to endorse prevention. This includes website, monthly family newsletter and signage in the school setting for health promotion. ● Troutdale Elementary School will practice appropriate communicable disease isolation and exclusion measures. ● Staff will participate in required health services related training to maintain health services practices in the school setting. COVID-19 specific infection control practices for staff and students will be communicated. ● Review of IEP accommodations and student health records to identify and support students who need additional support. ● Immunization processes will be addressed as per routine timeline, which prioritizes the beginning of the year and new students. Information for immunization clinics will be provided to families. ● Continuity of existing health management issues will have a plan for sustaining operations alongside COVID-19 specific planning (i.e. medication administration, diabetic care).

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

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

OHA/ODE Requirements	Hybrid/Onsite Plan
○ Wash hands after a close interaction. ○ Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in behavior that requires them to be isolated from peers and results in a room clear. ○ If students leave the classroom: ○ Preplan for a clean and safe alternative space that maintains physical safety for the student and staff ○ Ensure physical distancing and separation occur, to the maximum extent possible. ○ Use the least restrictive interventions possible to maintain physical safety for the student and staff. ○ Wash hands after a close interaction. ○ Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior). ○ If staff need to intervene for student safety, staff should: ○ Maintain student dignity throughout and following the incident. ○ Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention. ○ Use the least restrictive interventions possible to maintain physical safety for the student and staff ○ Wash hands after a close interaction. ○ Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. ☒ Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space. **Protective Physical Intervention** ☒ Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the ***Ready Schools, Safe Learners*** guidance: Cleaning, Disinfection, and Ventilation).	• Face shields may be cleaned and disinfected by instructional staff. Personal face coverings should be taken home and laundered (disposable face coverings are available for staff and students).

3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. ☐ Establish a specific emergency response framework with key stakeholders.	**Prevention and Planning:** Planning for COVID-19 Scenarios: District Operations has provided the toolkit to all building and district administrators. Troutdale Elementary

☐ When new cases are identified in the school setting, and the incidence is low, the LPHA will provide a direct report to the district nurse, or designated staff, on the diagnosed case(s). Likewise, the LPHA will impose restrictions on contacts.	School will provide training to staff on COVID-19 prevention and will review the toolkit prior to the commencement of hybrid/in person learning. Coordinate with LPHA: District Operations has established communication and reporting protocols for all students and staff with MESD Nursing Services and Multnomah Department of Public Health. • Coordinate Communication with the Local Public Health Authority. • If the region impacted is in Multnomah County, the Local Health Department (LHD) will provide school-centered communication and will potentially host conference calls. • When cases are identified in the local region a response team should be assembled within the district and responsibilities assigned within the school district. • Establish a specific emergency response framework with key • stakeholders. • Identify baseline student absentee rates to determine if rates have increased by 20% or more. • Work with LHD to establish timely communication with staff and families. • When novel viruses are identified in the school setting, and the incidence is low, the local health department will provide direction to the district nurse on the diagnosed case. Likewise, the LHD will impose restrictions on contacts. • If school closure is advised by the local public health department, consultation should occur between legal, union and district administration to ensure processes are consistent with legal preparedness processes.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Follow the district's or school's outbreak response protocol. Coordinate with the LPHA for any outbreak response. ☐ If anyone who has been on campus is known to have been diagnosed with COVID-19, report the case to and consult with the LPHA regarding cleaning and possible classroom or program closure. ☐ Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students. ☐ When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district. ☐ Modify, postpone, or cancel large school events as coordinated with the LPHA. ☐ If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students. ☐ Continue to provide meals for students. ☐ Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families.	Planning for COVID-19 Scenarios: District Operations has provided the toolkit to all building and district administrators. Troutdale Elementary School will provide training to staff on COVID-19 prevention and will review the toolkit prior to the commencement of hybrid/in person learning. Continue Meals: Nutrition Services has worked directly with each school to develop a plan specific to the needs of that school

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Plan instructional models that support all learners in Comprehensive Distance Learning. ☐ Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles)	**Recovery and Reentry:** See District Communicable Disease Plan https://www.multnomahesd.org/uploads/1/2/0/2/120251715/2015_communicable_disease_control_plan_for_school_district_employees.pdf

and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. ☐ Communicate with families about options and efforts to support returning to On-Site instruction. ☐ Follow the LPHA guidance to begin bringing students back into On-Site instruction. • Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.	• If school closure is advised by the local public health department, consultation will occur between legal, union and district administration to ensure processes are consistent with legal preparedness processes. • Plan instructional models that support all learners in comprehensive distance learning. • Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms and playgrounds.

ASSURANCES

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

X☐ We affirm that our school plan has met the requirements from ODE guidance for sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance.

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

4. Equity

5. Instruction

6. Family and Community Engagement

7. Mental, Social, and Emotional Health

8. Staffing and Personnel

Assurance Compliance and Timeline

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

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

OREGON DEPARTMENT OF EDUCATION

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OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

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

1. Please fill out information:

[1] For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.
[2] For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.
[3] Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a government-to-government basis.

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Wilkes Elementary School: Reynolds School District
Key Contact Person for this Plan	Sarah Shields Adam Swientek
Phone Number of this Person	503-491-2724
Email Address of this Person	sshields@rsd7.net aswientek@rsd7.net
Sectors and position titles of those who informed the plan	Christopher Ortiz-Director of Student Services Steve Gallagher- Custodial Supervisor John LaDu- Maintenance Supervisor Christy Foote- Nutritional Service Coordinator Rehana Nelson- Transportaion Coordinator Sarah Shields-principal Adam Swientek-assistant principal
Local public health office(s) or officers(s)	Multnomah County Health Department Patricia Charles-Heathers, Director 619 NW 6th Ave. Portland, OR 97209 509-988-3674 Jamie Smith, Coordinator, School Health Services Multnomah Education Service District (MESD) 11611 NE Ainsworth Circle Portland, OR 97220 503-257-1732 Cell: 541-279-3136 jsmith2@mesd.k12.or.us
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Sarah Shields- principal Adam Swientek- assistant principal
Intended Effective Dates for this Plan	
ESD Region	Multnomah County

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

Feedback survey provided to staff District parent survey ODE conference calls Collaborative team meeting with school staff

3. Indicate which instructional model will be used.

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

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-19 in the initial template) and submit online. (https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

In completing this portion of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Here is a link to the overview of CDL Requirements. Please name any requirements you need ODE to review for any possible flexibility or waiver.

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.

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

0. Community Health Metrics

METRICS FOR ON-SITE OR HYBRID INSTRUCTION

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

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

☐ The school currently meets the exceptions required to provide in-person person education for students in grades K-3 (see section 0d(1) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required to provide limited in-person instruction for specific groups of students (see section 0d(2) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required for remote or rural schools in larger population counties to provide in-person instruction (see section 0d(3) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required for smaller population counties to provide in-person instruction (see section 0d(4) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required for schools in low population density counties (see section 0d(5) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required for small districts to provide in-person instruction (see section 0d(6) of the ***Ready Schools, Safe Learners*** guidance).

1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Implement measures to limit the spread of COVID-19 within the school setting. ☐ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. ☒ Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. ☐ Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. ☒ Process and procedures established to train all staff in sections 1 - 3 of the ***Ready Schools, Safe Learners*** guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. ☐ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. ☒ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. ☐ Process to report to the LPHA any cluster of any illness among staff or students. ☐ Protocol to cooperate with the LPHA recommendations. ☐ Provide all logs and information to the LPHA in a timely manner. ☒ Protocol for screening students and staff for symptoms (see section 1f of the ***Ready Schools, Safe Learners*** guidance). ☒ Protocol to isolate any ill or exposed persons from physical contact with others. ☒ 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	Wilkes Staff will follow the published Communicable Disease Guidelines from the Oregon Department of Education and the Oregon Health Authority. Communicable Plan: The school has developed a Communicable Disease Management Plan based on a school-site template provided by MESD School Nursing Services, as well as requirements noted in the Ready Schools Safe Learners Guidance Document. Principal Shields and Assistant Principal Swientek is responsible for establishing, implementing, and enforcing all requirements consistent with this plan LPHA Staff: Heather Godsey, MESD Nurse Consultant hgodsey@mesd.k12.or.us 503-257-1709; also list your assigned nurse and her/his information All staff received training on the Ready Schools, Safe Learners model in August 2020. Training and professional development for RSSL will continue with the transition to hybrid on-site learning for staff, students, and parents. Protocol Notify LPAH: All suspected or confirmed cases of COVID-19 or instances of COVID-19 exposure in RSD employees, students, contractors, and visitors to district sites are reported to RSD through a COVID-19 Case Online Reporting Form to ensure that precautionary steps can be taken to prevent the spread of the virus and that the MESD District Nurse Consultant coordinates appropriate notifications and recommendations with Multnomah County Health Department. Plans Disinfection: Custodial staff follow an established schedule to ensure areas used are systematically disinfected per the CDC's guidance on disinfecting public spaces. Process Report to LPBHA: All suspected or confirmed cases of COVID-19 or instances of COVID-19 exposure in RSD employees and student are reported to RSD and MESD School Nursing through a COVID-19 Case Online Reporting Form Protocol Cooperate: The MESD Nurse Consultant provides recommendations to District Operations and sites reporting possible exposure through an established COVID-19 Online Reporting Form. Provide Logs: Logs and information are reported in a timely manner through the RSD-MESD COVID-19 Case Online Reporting Form. Protocol Screening Staff and Students: Wilkes School has developed plans and procedures to ensure proper daily and effective screening

OHA/ODE Requirements	Hybrid/Onsite Plan
in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit. • If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the ***Ready Schools, Safe Learners*** guidance), the daily log may be maintained for the cohort. • If a student(s) is not part of a stable cohort, then an individual student log must be maintained. ☒ Required components of individual daily student/cohort logs include: • Child's name • Drop off/pick up time • Parent/guardian name and emergency contact information • All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student ☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. ☒ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site. ☐ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19. ☐ Protocol to respond to potential outbreaks (see section 3 of the ***Ready Schools, Safe Learners*** guidance).	before students and staff enter school by having evaluated our physical layout, doorways and other options. All staff will be required to electronically record their entry into the building and answer COVID-19 related screening questions. Students will enter and exit the school building at multiple access points. Staff will be positioned at all access points to support students with visible symptom screening, social distancing, COVID related safe practices, and supervision. Protocol Isolate: As part of its Communicable Disease Plan, Wilkes School has identified an area to isolate any ill or exposed persons from physical contact with others. Protocol Communicate: In accordance with the Oregon School Nurses' Assocation Communicable Disease School Communication Protocol, Wilkes School follows the recommendations of the MESD Nurse Consultant, based on her investigation of the reported case, on any required communication with/notification to students or staff who may be impacted by the reported potential COVID-19 case. Wilkes School will be maintaining daily logs for each student/cohort for the purpose of contract tracing. The school has organized students and staff into stable cohorts per the recommended guidelines. Students will be assigned to cohorts by grade level. An identification system (color coded lanyards) will be implemented to support in-tact cohorts, tracing, and supervision. Required Components of logs: Wilkes School will ensure that logs will include the required components. To ensure contract tracing with staff and student cohorts, all personnel that comes in contact with a cohort will log their interaction electronically via QR code readers that are cohort specific. Protocol keep daily logs: Wilkes School will ensure that daily logs are kept and archived for contract tracing to assist the MESD Nurse Consultant as needed. Protocol Itinerant/District Staff: Wilkes School has established a process to ensure all itinerant and all district staff are logged in and out, including areas visited and with whom they were in contact. All district staff also are required to swipe their ID badge upon entry into any building, which also provides an additional record if needed. Wilkes requires all visiting staff to electronically record their entry into the building and answer COVID-19 related screening questions. Process Consult with LPHA: District Operations and MESD Nursing Services have developed a process for schools to report and consult, including additional cleaning and possible classroom or program closure. Potential Outbreaks: In consultation with District Operations and the MESD Nurse Consultant, Wilkes will utilize the "Planning for COVID-19 Scenarios in Schools" toolkit to respond to potential outbreaks, including, but not limited to, required notifications, cleaning and possible classroom or program closure. Custodial will close off affected area; provide increased ventilation of area if possible; stay out of the closed area as long as possible; disinfect closed area(s) using fogger.

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. **Medically Fragile, Complex and Nursing-Dependent Student Requirements** ☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services: 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. ☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law: • Communicate with parents and health care providers to determine return to school status and current needs of the student. • Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. • Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. • The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association.	The Reynolds School District has selected the Hybrid Instructional Model to ensure that all of its schools can serve its students in high-risk populations. Wilkes School will operate according to the Hybrid Instructional Model. Reynolds School District (RSD) contracts with Multnomah Education Service District's (MESD) School Health Services department to provide nursing services to medically fragile, complex and nursing-dependent students aligned with the mandated ratios identified in ORS 336.201. In addition, RSD has prioritized staffing levels to also provide preventive nursing services for the general population of students. RSD currently has eight (8) registered nurses and one (1) school health assistant providing nursing services for the medically fragile, complex, and general population students. RSD also has contracted for three (3) nursing positions to support current nursing dependent students. RSD is working with our school health providers to update the various health services in the district (nursing, speech language pathology, occupational therapy, physical therapy, and behavioral and mental health services. These updates are to align health management plans, care plans, IEPs and 504s with current health care considerations.

OHA/ODE Requirements	Hybrid/Onsite Plan

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

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom 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. ☒ 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 (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.	All classrooms have been measured and calculated to determine room capacity. All rooms have signage with the maximum number of individuals in the room at any given time. All staff will promote social distancing with students through means of verbal instruction and encouragement, and visible floor markers in areas that will require student cues. Wilkes will limit students cues by staggering transitions, create cohort specific transition pathways, and utilize multiple points of access to limit cross traffic flows. Schedule Modifications: Wilkes School will establish stable cohorts of students as part of its schedule modifications to limit the number of students in the building. Cohorts will attend on only specific days. The school's reopening team has identified specific ingress and egress

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.	points for designated grade levels; those grade level cohorts will only use one designated ingress and egress point throughout the day. (If you have specific schedule modifications for your school site, you may indicate here and omit the boiler plate language.) Plan for Students Additional Support: School administrators, counselors, social workers, educational assistants and other support staff will work with students who need additional support in maintaining physical distancing requirements. Prior to returning to brick and mortar instruction, Wilkes instructors will prepare all students for the transition to hybrid learning by educating students and parents on physical distancing, preventative safety practices, and transition routines.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. ☒ 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 disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. ☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers. ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	Stable Cohorts: Wilkes School will establish stable cohorts of students as part of its schedule modifications to limit the number of students in the building. Wilkes School has measured and planned for 35 square feet per person, including staff, in its classrooms. Wilkes will establish cohort schedules to ensure that no one student is exposed to more than 100 individuals during an instructional day. Cohort schedules and interactions with staff and additional cohorts will be monitored and recorded electronically daily. Both Synergy and an established in-house electronic monitoring system will allow for a daily log system to support contract tracing. All cohorts will be in grade level specific pods that limits cross cohort exposure without impeding on access to restrooms. All SPECIALS will be in classroom or designated space. System Daily Logs: Wilkes School will be maintaining daily logs for each student/cohort for the purpose of contract tracing. Wilkes School will ensure that logs will include the required components. Cleaning and disinfecting: According to the custodial daily schedule, custodians will disinfect areas when a cohort leaves an area. Example: Cohort leaves cafeteria, custodian will disinfect tables using disinfectant and flat mop; cohort returns to class after recess, custodian wipes play structure. Sanitizer stations will be strategically placed in multiple areas throughout the building for immediate access for personnel that interacts with a student cohort.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. ☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. • The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). ☒ Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.	Communicate Start On-Site Instruction; The building administrator and School Safety Team will provide training for staff at the start of on-site instruction and periodically to review the required infection control measures. Additionally, all district employees were required to complete by October 31, 2020 several modules of Safe School training on the prevention of COVID-19 in the school setting. Develop Confirmed Case: In accordance with the Oregon School Nurses' Association Communicable Disease School Communication Protocol, Wilkes School follows the recommendations of the MESD Nurse Consultant, based on her investigation of the reported case, on

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Provide all information in languages and formats accessible to the school community.	any required communication with/notification to students, families or staff who may be impacted by the reported potential COVID-19 case. Develop Protocols Immediately: In consultation with District Operations and the MESD Nurse Consultant, Wilkes will utilize the "Planning for COVID-19 Scenarios in Schools" toolkit to respond to potential outbreaks, including, but not limited to, required notifications, cleaning and possible classroom or program closure.

1f. ENTRY AND SCREENING

☒ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms**,** or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows: • Primary symptoms of concern: cough, fever (*temperature* greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. • Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. • In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. • Emergency signs that require immediate medical attention: ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face (lighter skin); greyish lips or face (darker skin) ○ Other severe symptoms	Screen all students and staff: Wilkes School has developed plans and procedures to ensure proper daily and effective screening before students and staff enter school. School bus drivers have been trained on screening students when they enter the bus and have been trained on how to support a student who may be exhibiting symptoms. Wilkes has implemented multiple entry stations strategically positioned throughout the campus to enable visible screening, reduce traffic flow, and ensure OHA/ODE required safety measures are followed upon student entry into the building.
☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health. • Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the ***Ready Schools, Safe Learners*** guidance) and sent home as soon as possible. See table *"Planning for COVID-19 Scenarios in Schools."* • Additional guidance for nurses and health staff.	Follow LPHA Advice: Wilkes School and District Operations follow the advice and recommendations of the MESD Nurse Consultant related to any COVID-19 staff or student report filed. Wilkes School also has an assigned MESD school nurse who is available to provide advisement and guidance in collaboration with the Nurse Consultant. Staff/Students Chronic Cough: In consultation with District Operations and the MESD Nurse Consultant, Wilkes will utilize the "Planning for COVID-19 Scenarios in Schools" toolkit to address any staff or student with exhibit a chronic or baseline cough.
☐ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See table *"Planning for COVID-19 Scenarios in Schools."*	All entryways will have hand sanitizer dispensers made available for students and staff that enter and exit campus.
☐ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.	
☒ 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.	

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Restrict non-essential visitors/volunteers.	

OHA/ODE Requirements	Hybrid/Onsite Plan
• Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. • Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. ☒ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See table "*Planning for COVID-19 Scenarios in Schools.*" ☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit. ☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.	All non-essential visitors will be prohibited access to student cohorts during hybrid learning. All essential visitors must check in with the front office upon building entry. Essential visitors must answer a COVID screening questionnaire. Any person in the building is required to wash or sanitize their hands upon entry, wear a face covering, maintain physical distancing guidelines, and adhere to all CDC and OHA guidelines for RSSL.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices. ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings. ☒ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time: • Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;" ○ Students should not be left alone or unsupervised; ○ Designated area or chair should 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 should also wear appropriate Personal Protective Equipment (PPE) for their role. • Additional guidance for nurses and health staff. **Protections under the ADA or IDEA** ☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should 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 should 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.	Wilkes will adhere to all ODE, OHA, and CDC guidelines for face coverings and face shields with regard to staff, essential workers, contractors, visitors and students. Wilkes staff will support students with the wearing of face coverings or face shields. Wilkes will provide support systems, including a designated safe place to support students that desire a reprieve from wearing of the face covering and/or struggling to wear their covering with consistency. Adult supervision will take place any time a student requires access to a safe space for "sensory breaks." For students who require an accommodation to meet the requirement for face coverings, the school team will work closely with the student and family to develop a plan in alignment with ODE guidance to accommodate the student's needs and ensure safety of staff and other students. For students eligible for IEP/504 services who can not wear a face covering due to the nature of the disability, the school team will work closely with the student and family to develop or amend a plan. The school team will 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, school teams will consider whether the student's inability to consistently wear a face covering or face shield as required is due to a disability. If the school team suspects a disability, the team will proceed through the evaluation and eligibility process.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in 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. Placement determinations cannot be made due solely to the inability to wear a face covering. 3. Plans should include updates to accommodations and modifications to support students. • 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 should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.	

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day. ☒ Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six	• If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. ○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible.

OHA/ODE Requirements	Hybrid/Onsite Plan
feet distance is maintained. Do not assume they have the same illness. • Consider required physical arrangements to reduce risk of disease transmission. • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. • Additional guidance for nurses and health staff. ☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. • School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands should 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 should 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 symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. • If arriving at school, notify staff to begin isolation measures. • If transporting for dismissal and the student displays an onset of symptoms, notify the school. Staff exhibiting symptoms upon arrival will be directed to return home. If unable, staff will isolate in a designated isolation area until transportation can be arranged. Reynolds School District is developing protocols with District Transportation to support students and families that cannot transport a sick student from school, requiring assistance.

2. Facilities and School Operations

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

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. ☒ 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 should 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.	All students will be enrolled following the Oregon Department of Education guidelines. Students unable to participate in hybrid learning due to a student or family health and safety concerns will have access to comprehensive distance learning and the school will follow ODE attendance guidelines for CDL.

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). ☐ Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). ☐ Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of	

OHA/ODE Requirements	Hybrid/Onsite Plan
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.	Student Attendance: Wilkes School will share with parents and students clear and concise district attendance and participation expectations for the hybrid learning model before in person instruction begins. School counselors and social workers assigned to Wilkes School will also support family involvement and students' regular attendance both for the online and in person components of the hybrid model. The school's established Distance Learning Support Team will continue to monitor engagement and create supports for students and families that experience attendance challenges.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the ***Ready Schools, Safe Learners*** guidance). ☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	• Students will continue to use district supplied devices assigned to the student and there will be no sharing of devices. • Students will return devices needing return, inventory, updating, or redistributing following social distance guidelines in the office or library. Devices will be isolated in plastic Ziploc bag and accessed by properly safeguarded technicians and cleaned with approved disinfectant.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Handwashing:** All people on campus should be advised and encouraged to wash their hands frequently. ☒ **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. ☒ **Events:** Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. ☒ **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. ☒ **Personal Property**: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.	Equipment in need of sanitizing is identified and placed on the custodian's schedule. Equipment with multiple users per day will be sanitized by instructional staff who have been provided with the proper disinfecting supplies. (Equipment left in the classrooms will be disinfected each night by the fogger.) Personal Property: Wilkes School has established policies for personal property being brought to school. Policies related to personal property and other COVID-19 prevention guidelines will be communicated with parents and students before in person learning begins.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☒ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the ***Ready Schools, Safe Learners*** guidance). ☐ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students	Create Schedule: Wilkes School has created a schedule based on stable cohorts and will communicate the schedule and arrival/dismissal times with parents and students before in person learning begins. Accurate Sign In/Sign Out: Wilkes School has developed accurate sign-in/sign-out procedures for students and staff to help facilitate contract tracing. Hand sanitizer and other appropriate prevention measures will be taken during the sign-in/sign-out procedures.

OHA/ODE Requirements	Hybrid/Onsite Plan
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.	

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Seating:** Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. ☒ **Materials:** Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. ☒ **Handwashing:** Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately. • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	All classroom tables and seats have been measured and marked to ensure physical bodies seated will be six feet apart. Students will be assigned their own individual seat for the entire academic day. Each classroom will significantly reduce the need for community supplies. Shared items will be sterilized frequently. All classrooms will be stocked with hand sanitizers, disinfectant wipes, and staples such as tissues for use for students and staff. Teachers and staff will consistently encourage students throughout the entire academic day the importance of following hand hygiene and respiratory etiquette, including preventable measures to support their student community, ie. Handwashing, face coverings, tissue disposal, etc.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). ☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. ☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. ☒ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible 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 staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults.	Bathroom routines will be taught to students to ensure proper handwashing. Each cohort will have their own set of playground equipment. Student will have access to handwashing and/or sanitizer prior to and after the use of equipment. Each cohort's bag of equipment will be sanitized daily by custodial staff. • AM/PM Custodians: Cleaning and disinfecting will be maintained for all areas of the school. Disinfecting of frequently touched surfaces will be performed throughout the day and the school will be disinfected using an electrostatic fogger at night. Stations will be identified on the playground to ensure there is not cross interaction with cohorts. Staff will closely monitor cohorts to ensure students stay within their cohort and do not leave their assigned play area. • Outdoor equipment: According to their daily schedule, custodians will disinfect play structures by wiping between cohorts. Systems are established to identify specific restroom usage for staff members. Schedules have been established for multi-person room use, such as the copy room, to reduce traffic flow and ensuring social distancing is practiced.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include meal services/nutrition staff in planning for school reentry. ☒ Prohibit self-service buffet-style meals. ☒ Prohibit sharing of food and drinks among students and/or staff. ☒ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. ☒ Staff serving meals and students interacting with staff at mealtimes must wear face shields or face covering (see section 1h of the **Ready Schools, Safe Learners** guidance). ☒ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should 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, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.	Wilkes will consult with the Reynolds District Nutritional Services director to coordinate planning for re-entry, following all OHA/ODE guidelines for meal services. Staff will ensure both meal and snack services adhere to the OHA/ODE guidelines. Staff will practice with students to ensure routines are established in the classrooms and students understand the requirements. Each classroom is equipped with an approved sanitizer and a station positioned at the entranceway. The cafeteria is equipped with an approved sanitizer for all incoming and exiting traffic. Nutrional Services will train and ensure kitchen staff follow cleaning and sanitizing practices related to meal touch-points between each cohort. • Nutrition Services is working directly with each school to develop a plan specific to the needs of that school to ensure the cleaning and sanitizing of meal touch-points. • Custodians will ensure the cleaning and disinfecting of tables between meal periods, e.g., sanitizing cafeteria tabletops using short-handled flat mops and disinfectant or using disposable table coverings changed between each meal period., Staff will consume their meals independent of students in their individual classrooms or grade level pods.

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service. ☒ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the ***Ready Schools, Safe Learners*** guidance). ☐ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should be done at the time of arrival and departure. • If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. ○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. • If arriving at school, notify staff to begin isolation measures. ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. ☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. ☐ Drivers wear face shields or face coverings when not actively driving and operating the bus. ☐ 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).	**Students will ride in cohorts of 28** **Students will be seated 6 ft. from driver-** Seats are marked for proper distancing as a visual aid to assist students while loading Maintain attendance logs for contact tracing Buses will be sanitized twice daily upon return to bus lot. Driver will conduct targeted cleanings between routes, with a focus on frequently touched surfaces such as, seat backs, seat tops and handrails. If unattended by an adult at the bus stop or while in route to school a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. ○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. If arriving at school, notify staff to begin isolation measures. If transporting for dismissal and the student displays an onset of symptoms, notify the school immediately.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the ***Ready Schools, Safe Learners*** guidance to transportation settings.	Administration will communicate electronically and through virtual means to parents about the hybrid learning model, safety protocols that the district and school will be adhering to, and scenarios on what instructional days will look for students. Admin will inform parents/guardians on what changes have been made to support hybrid instruction, including transportation protocols and procedures.

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms.	• Clean and Sanitize: Cleaning and disinfecting will be maintained for all areas of the school. Disinfecting of frequently touched surfaces will be performed by custodians throughout the day and the school will be disinfected using an electrostatic fogger at night.
☒ Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance.	• Playground equipment: According to their daily schedule, custodians will disinfect play structures by wiping between cohorts.
☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.	• Designated areas will be identified as storage for disinfectant supplies and out of student reach.
☐ 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.	• Disinfectant being used in fogger is Bioesque Botanical Disinfectant Solution: ○ EPA List N Registered Broad-Spectrum Disinfectant ○ Kills 99.9% of Bacteria, Viruses, Fungi & Molds ○ No Personal Protective Equipment (PPE) Needed ○ Botanically Derived Active Ingredient
☐ Schools with HVAC systems should 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 should, to the extent possible, increase natural ventilation by opening windows and doors before students arrive and after students leave, and while students are present.	• School HVAC systems are being maintained to ensure efficient performance and air exchange rate. Where equipment can maintain required balancing, the MERV rating of the filtration will be increased.
☒ 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 should not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.	Wilkes is a new building, constructed in 2017. The ventilation system is of high quality and windows have the ability to be opened when needed. Filters will be changed on a schedule identified by maintenance supervisor.
☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.	• PM Custodians: According to checklist will clean assigned areas. Classrooms and offices are disinfected using electrostatic fogger.
☒ Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces).	
☐ 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).	• School HVAC systems are being evaluated to upgrade their performance and increase the air exchange rate and the MERV filtration rating where appropriate.

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ OAR 581-022-2220 Health Services, requires districts to "maintain a prevention-oriented health services program for all students" including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to	Wilkes has a health room that will continue to support the student body with prevention-oriented health services. A designated second room has been established as an "isolation room" to support sick students exhibiting COVID 19 specific symptoms. This room will provide adequate space and staff supervision and symptom

OHA/ODE Requirements	Hybrid/Onsite Plan
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).	monitoring by a school nurse, other school-based health care provider or school staff until students are able to go home.

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

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

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. • At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. • Fire drills must be conducted monthly. • Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. • Safety 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.	Wilkes will continue to follow ORS 336.071 and OAR 581-022-2225 emergency procedure drill requirements and ensure that all student cohorts are exposed to practice drills for multiple emergency scenarios during hybrid instruction. Multiple drills will be held monthly to ensure all student cohorts participate in emergency drills. Drills are documented in school safety meeting minutes.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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 should 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 should 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.	Staff will practice with students various drill scenarios emphasizing physical distancing and preventable health measures to ensure safety is not compromised. The Wilkes School Safety Team will coordinate with administration to conduct trainings with staff on drill procedures and responsibilities prior to hybrid learning following OHA/CDC guidelines.

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

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

OHA/ODE Requirements	Hybrid/Onsite Plan
• Student engages in behavior that requires them to be isolated from peers and results in a room clear. ○ If students leave the classroom: ● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff ● Ensure physical distancing and separation occur, to the maximum extent possible. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior). ○ If staff need to intervene for student safety, staff should: ● Maintain student dignity throughout and following the incident. ● Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. ☒ Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space. **Protective Physical Intervention** ☐ Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the ***Ready Schools, Safe Learners*** guidance: Cleaning, Disinfection, and Ventilation).	• Face shields may be cleaned and disinfected by instructional staff. Personal face coverings should be taken home and laundered (disposable face coverings are available for staff and students).

3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☐ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	Planning for COVID-19 Scenarios: District Operations has provided the toolkit to all building and district administrators. Wilkes School will provide training to staff on COVID-19 prevention and will review the toolkit prior to the commencement of hybrid/in person learning.

OHA/ODE Requirements	Hybrid/Onsite Plan
	Coordinate with LPHA: District Operations has established communication and reporting protocols for all students and staff with MESD Nursing Services and Multnomah Department of Public Health.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☒ Ensure continuous services and implement Comprehensive Distance Learning. ☐ Continue to provide meals for students.	Planning for COVID-19 Scenarios: District Operations has provided the toolkit to all building and district administrators. Wilkes will provide training to staff on COVID-19 prevention and will review the toolkit prior to the commencement of hybrid/in person learning. Continue Meals: Nutrition Services has worked directly with each school to develop a plan specific to the needs of that school

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☒ Clean, sanitize, and disinfect surfaces (e.g., playground equipment, 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.	

ASSURANCES

This section must be completed by any public school that is providing instruction through On-Site or Hybrid Instructional Models.
Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section unless the school is implementing the* Limited In-Person Instruction *provision under the Comprehensive Distance Learning guidance.
This section does not apply to private schools.

☐ We affirm that, in addition to meeting the requirements as outlined above, our school plan has met the collective requirements from ODE/OHA guidance related to the 2020-21 school year, including but not limited to requirements from:

- Sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance,
- The ***Comprehensive Distance Learning*** guidance,
- The ***Ensuring Equity and Access: Aligning Federal and State Requirements*** guidance, and
- ***Planning for COVID-19 Scenarios in Schools***

☐ We affirm that we cannot meet all of the collective requirements from ODE/OHA guidance related to the 2020-21 school year from:

- Sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance,
- The ***Comprehensive Distance Learning*** guidance,
- The ***Ensuring Equity and Access: Aligning Federal and State Requirements*** guidance, and
- ***Planning for COVID-19 Scenarios in Schools***

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

4. Equity

5. Instruction

6. Family, Community, Engagement

7. Mental, Social, and Emotional Health

8. Staffing and Personnel

Assurance Compliance and Timeline

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

List Requirement(s) Not Met	Provide a Plan and Timeline to Meet Requirements *Include how/why the school is currently unable to meet them*
	All requirements can be met with District support.

OREGON DEPARTMENT OF EDUCATION

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OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

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

1. Please fill out information:

[1] For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.
[2] For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.
[3] Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a government-to-government basis.

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Walt Morey Middle School
Key Contact Person for this Plan	Tanya Pruett
Phone Number of this Person	503-491-1935, x1708
Email Address of this Person	tpruett@rsd7.net
Sectors and position titles of those who informed the plan	• Dr. Danna Diaz, Superintendent • Dr. Nicole McTavish, CAO • Dr. Christopher Ortiz, Assistant Superintendent • Dr. Angela Freeman, Executive Director of Schools • Stephanie Field, Communications Director • Dr. Matt Bennett, Director of Special Education • Debra Miller, Special Education Specialist • Teri Pitts, Special Education Specialist • Karen Justice, Director of ELD Services • Tanya Pruett, Principal • Chelsea Butterfield, Associate Principal • Eirik Gard, Head Custodian • WMMS Safety Committee • WMMS Leadership Team • Certified staff CDL Committee
Local public health office(s) or officers(s)	Amanda Rosenstiel, BSN, RN, *School Health Nurse* *Reynolds School District- Walt Morey Middle School* *Multnomah Education Service District- MESD* arosenti@mesd.k12.or.us, 503-477-2669
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Chelsea Butterfield, Tanya Pruett, Shirley Prickett
Intended Effective Dates for this Plan	
ESD Region	MESD

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

- Comprehensive parent survey, district wide
- Comprehensive student survey, district wide
- Staff survey, school-based
- Parent group meetings
- CDL district task force

3. Indicate which instructional model will be used.

Select One:

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

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-19 in the initial template) and submit online. (https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

In completing this portion of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Here is a link to the overview of CDL Requirements. Please name any requirements you need ODE to review for any possible flexibility or waiver.

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.

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

0. Community Health Metrics

METRICS FOR ON-SITE OR HYBRID INSTRUCTION

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

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

☐ The school currently meets the exceptions required to provide in-person person education for students in grades K-3 (see section 0d(1) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required to provide limited in-person instruction for specific groups of students (see section 0d(2) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required for remote or rural schools in larger population counties to provide in-person instruction (see section 0d(3) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required for smaller population counties to provide in-person instruction (see section 0d(4) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required for schools in low population density counties (see section 0d(5) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required for small districts to provide in-person instruction (see section 0d(6) of the ***Ready Schools, Safe Learners*** guidance).

1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Implement measures to limit the spread of COVID-19 within the school setting. ☒ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. ☒ Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. ☒ Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. ☒ Process and procedures established to train all staff in sections 1 - 3 of the ***Ready Schools, Safe Learners*** guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. ☒ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. ☒ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. ☒ Process to report to the LPHA any cluster of any illness among staff or students. ☒ Protocol to cooperate with the LPHA recommendations. ☒ Provide all logs and information to the LPHA in a timely manner. ☒ Protocol for screening students and staff for symptoms (see section 1f of the ***Ready Schools, Safe Learners*** guidance). ☒ Protocol to isolate any ill or exposed persons from physical contact with others. ☒ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the ***Ready Schools, Safe Learners*** guidance). ☒ Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit. • If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the ***Ready Schools, Safe Learners*** guidance), the daily log may be maintained for the cohort. • If a student(s) is not part of a stable cohort, then an individual student log must be maintained. ☒ Required components of individual daily student/cohort logs include: • Child's name • Drop off/pick up time • Parent/guardian name and emergency contact information • All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student ☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. ☒ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.	Communicable Plan: The school has developed a Communicable Disease Management Plan based on a school-site template provided by MESD School Nursing Services, as well as requirements noted in the Ready Schools Safe Learners Guidance Document. LPHA Staff: Heather Godsey, MESD Nurse Consultant hgodsey@mesd.k12.or.us 503-257-1709 Amanda Rosenstiel, BSN, RN, *School Health Nurse* *Reynolds School District- Walt Morey Middle School* *Multnomah Education Service District- MESD* arosenti@mesd.k12.or.us, 503-477-2669 Protocol Notify LPAH: All suspected or confirmed cases of COVID-19 or instances of COVID-19 exposure in RSD employees, students, contractors, and visitors to district sites are reported to RSD through a COVID-19 Case Online Reporting Form to ensure that precautionary steps can be taken to prevent the spread of the virus and that the MESD District Nurse Consultant coordinates appropriate notifications and recommendations with Multnomah County Health Department. Plans Disinfection: Custodial staff follow an established schedule to ensure areas used are systematically disinfected per the CDC's guidance on disinfecting public spaces. Process Report to LPBHA: All suspected or confirmed cases of COVID-19 or instances of COVID-19 exposure in RSD employees and student are reported to RSD and MESD School Nursing through a COVID-19 Case Online Reporting Form Protocol Cooperate: The MESD Nurse Consultant provides recommendations to District Operations and sites reporting possible exposure through an established COVID-19 Online Reporting Form. Logs and information are reported in a timely manner through the RSD-MESD COVID-19 Case Online Reporting Form. Protocol Screening Staff and Students: WMMS has developed plans and procedures to ensure proper daily and effective screening before students and staff enter school by having evaluated our physical layout, doorways and other options. Protocol Isolate: As part of its Communicable Disease Plan, WMMS has identified an area to isolate any ill or exposed persons from physical contact with others. Protocol Itinerant/District Staff: WMMS has established a process to ensure all itinerant and all district staff are logged in and out, including areas visited and with whom they were in contact. All district staff also are required to swipe their ID badge upon entry into any building, which also provides an additional record if needed. Process Consult with LPHA: District Operations and MESD Nursing Services have developed a process for schools to report and consult, including additional cleaning and possible classroom or program closure. Potential Outbreaks: In consultation with District Operations and the MESD Nurse Consultant, WMMS will utilize the "Planning for COVID-19 Scenarios in Schools" toolkit to respond to potential outbreaks, including, but not limited to, required notifications, cleaning and possible classroom or program closure. Custodial will close off affected area; provide increased ventilation of area if possible; stay out of the closed area as long as possible; disinfect closed area(s) using fogger.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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. ☒ Protocol to respond to potential outbreaks (see section 3 of the ***Ready Schools, Safe Learners*** guidance).	Additional school specific details: - Classroom sanitization will occur each day when students are not present. - Classroom touch-point areas (door handles, sink handles, etc) will be wiped down throughout the day as needed. Teachers (following safety protocols) and custodians will both work to wipe areas of the classroom that are highly used. Students may use wipes (currently limited available) but may not use the current spray formula (following directions on bottle). - Students will have their own labeled supplies. Any shared supplies will be "sanitized" between use. - Students will be assigned an arrival/dismissal building access point to limit exposure to large group of students. Any entrance with more than one classroom assigned will have a safety protocol defined and posted. Prior to return to the building parents, students, and staff will be informed of the arrival/dismissal protocols and expectations. Late arrivals will all come through the front entrance. - Students will be allowed to use the restroom as needed but will be required to stay in assigned area. When students have class in pods 100, 110, and 120 will use bathrooms in the 100 hallway. Students with class in Pods 200, 210, and 220 will use bathrooms in the 200 hallway. Students with class in the elective hallway and gym will use bathrooms in the main hallway. Classrooms NW1, NW2, NW3, and NW4 will use bathrooms in the Northwest Wing. - Staff restroom protocol (to come) - The principal will ensure proper guidance (signage, branding, training, messaging home and school) to ensure physical distancing is utilized to keep all participants safe. - All WMMS staff have the authority to support and reinforce physical distancing requirement. - All staff will be trained in sections 1-3 of Ready School, Safe Learners details prior to the first day of in person instruction. - Signs will be posted in common areas to signify when the area was last used and last cleaned. Examples-If a class were to enter the library for use, they would document on paper date and time of entrance. Then when the area is sanitized custodian will date and sign it was sanitized and ready for next use. - Staff walking through the entrance of the school will serve as self- reporting that they are meeting health guidelines to work. - The game room and health office will be used for isolation areas as needed. Documentation will be used to identify the area when in use. Thorough sanitization will occur prior to and after use for isolation space. - If a potential case is presented at WMMS we will send home a standard letter, autodialer (email and phone messages), and classroom level remind (message referencing letter). Content will include an optional zoom for further information. Also, send information in advance of what the process is (create the standard protocol) - Synergy and daily schedule will be used to log cohort interactions. Anything outside of the regular schedule will be tracked on sanitization/use log sheets (this team will determine if tracking system will be common or individualized) - Itinerant staff will be required to keep an updated calendar with shared access by head secretary. It is not classroom

OHA/ODE Requirements	Hybrid/Onsite Plan
	teacher's responsibility to document other staff joining the classroom. Staff who have a consistent schedule will only document things outside the regular schedule.

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. **Medically Fragile, Complex and Nursing-Dependent Student Requirements** ☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services: 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. ☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law: • Communicate with parents and health care providers to determine return to school status and current needs of the student. • Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. • Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. • The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. • Service provision should consider health and safety as well as legal standards. • Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers. • Work with an interdisciplinary team to meet requirements of ADA and FAPE. • High-risk individuals may meet criteria for exclusion during a local health crisis. • Refer to updated state and national guidance and resources such as: ○ U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool,	The Reynolds School District has selected the Hybrid Instructional Model to ensure that all of its schools can serve its students in high-risk populations. WMMS will operate according to the Hybrid Instructional Model. Reynolds School District (RSD) contracts with Multnomah Education Service District's (MESD) School Health Services department to provide nursing services to medically fragile, complex and nursing-dependent students aligned with the mandated ratios identified in ORS 336.201. In addition, RSD has prioritized staffing levels to also provide preventive nursing services for the general population of students. RSD currently has eight (8) registered nurses and one (1) school health assistant providing nursing services for the medically fragile, complex, and general population students. RSD also has contracted for three (3) nursing positions to support current nursing dependent students. RSD is working with our school health providers to update the various health services in the district (nursing, speech language pathology, occupational therapy, physical therapy, and behavioral and mental health services. These updates are to align health management plans, care plans, IEPs and 504s with current health care considerations.

OHA/ODE Requirements	Hybrid/Onsite Plan
Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020. ○ ODE guidance updates for Special Education. Example from March 11, 2020. ○ OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education.' ○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.	

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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. ☒ 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 (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 should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.	Signs will be placed throughout the hallways and classrooms as reminders of 6 ft social distance requirements. Instruction will be planned to allow for 6 ft distancing for all activities. Any anticipated areas where a line might occur will be marked for distance. Cohorts will be designed to accommodate no more than 50% of the school population each day. All students will receive initial instruction on physical distancing. All staff will reinforce message. Videos will be created and available to reinforce the message as well. Staff will be required to honor physical distancing. Plan for Students Additional Support: School administrators, counselors, social workers, educational assistants and other support staff will work with students who need additional support in maintaining physical distancing requirements. -

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. ☒ 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.	Students will be placed in stable classroom cohorts of no more than 17 students. Bus cohorts will be established based on classroom cohort assignments. Students will not be a part of any one cohort or cross cohorts that exceed 100 people. Attendance, and area records will serve as tracing. Cohorts utilizing assigned restrooms assigned to their pod will minimize interactions. Teachers and custodians will disinfect surfaces throughout the day as needed.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. ☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers. ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	All student will have access to general education. Support services will happen as an integrated part of the classroom whenever possible. Staff will be required to wash hands when moving between different cohorts. Staff will be assigned sections of Safe Schools specific to Covid 19 at the beginning of the school year.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. ☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. • The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). ☒ Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. ☒ Provide all information in languages and formats accessible to the school community.	Communicate Start On-Site Instruction; The building administrator and School Safety Team will provide training for staff at the start of on-site instruction and periodically to review the required infection control measures. Additionally, all district employees were required to complete by October 31, 2020 several modules of Safe School training on the prevention of COVID-19 in the school setting. In accordance with the Oregon School Nurses' Assocation Communicable Disease School Communication Protocol, WMMS follows the recommendations of the MESD Nurse Consultant, based on her investigation of the reported case, on any required communication with/notification to students, families or staff who may be impacted by the reported potential COVID-19 case. In consultation with District Operations and the MESD Nurse Consultant, WMMS will utilize the "Planning for COVID-19 Scenarios in Schools" toolkit to respond to potential outbreaks, including, but not limited to, required notifications, cleaning and possible classroom or program closure. -

1f. ENTRY AND SCREENING

☒ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows: • Primary symptoms of concern: cough, fever (*temperature* greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. • Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC.	Anyone not able to answer health questions should stay home or be directed to go back home. Parents are the initial screener for students and should not send students to school who are showing signs or symptoms. School will send home health screening questions for parent review and consideration. Bus drivers should alert staff if there are any students on the bus who are showing symptoms. Staff will meet the bus and get students to isolation ASAP.

• In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance.
• Emergency signs that require immediate medical attention:
  ○ Trouble breathing
  ○ Persistent pain or pressure in the chest
  ○ New confusion or inability to awaken
  ○ Bluish lips or face (lighter skin); greyish lips or face (darker skin)
  ○ Other severe symptoms
☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health.
• Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the ***Ready Schools, Safe Learners*** guidance) and sent home as soon as possible. See table "*Planning for COVID-19 Scenarios in Schools.*"
• Additional guidance for nurses and health staff.
☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See table "Planning for COVID-19 Scenarios in Schools."
☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.
☒ 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.
	Students will enter school through three different entrances.
	
	Two staff will be assigned at each entrance for screening students as they enter the building.
	
	Two staff will be assigned to parking lot to help screen students as they get off bus and direct them to appropriate entrance.
	
	Pods 100 and 200 will form 2 separate lines and enter through the commons doors at the front of the school. Pods 110 and 210 will form 2 separate lines and enter through the schools main entrance. Pods 120 and 220 will form 2 separate lines and enter through the east hallway entrance by the library.
	
	Multiple staff will be assigned to hall duty to monitor social distancing as students walt to class.
	
	Classroom teachers will also serve as screeners as students enter the room. Any students showing symptoms or reporting symptoms should remain outside the classroom. The teacher will radio the office and a health assistant/nurse/or office staff member will come to the student.
	
	Students will be offered hand sanitizer at each building and classroom entrance.
	
	Visitors and volunteers will not enter the building at this time.
	
	Follow LPHA Advice: WMMS and District Operations follow the advice and recommendations of the MESD Nurse Consultant related to any COVID-19 staff or student report filed. WMMS also has an assigned MESD school nurse who is available to provide advisement and guidance in collaboration with the Nurse Consultant.
	
	Staff/Students Chronic Cough: In consultation with District Operations and the MESD Nurse Consultant, WMMS will utilize the "Planning for COVID-19 Scenarios in Schools" toolkit to address any staff or student with exhibit a chronic or baseline cough.
	
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1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Restrict non-essential visitors/volunteers. • Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. • Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. ☒ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See table "*Planning for COVID-19 Scenarios in Schools.*" ☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit. ☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.	

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices. ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings. ☒ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time: • Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;" ○ Students should not be left alone or unsupervised; ○ Designated area or chair should 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 should also wear appropriate Personal Protective Equipment (PPE) for their role. • Additional guidance for nurses and health staff. **Protections under the ADA or IDEA** ☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should 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 should 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. • 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. Placement determinations cannot be made due solely to the inability to wear a face covering. 3. Plans should include updates to accommodations and modifications to support students. • Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families	Face coverings will be required by staff and students. Face mask options will be provided by the building. Students and staff can choose to wear their own or one provided. Face coverings may be removed for eating. Students and staff will remain over 6ft apart any time a face covering is not worn. After students are finished eating they will wash hands and the area will be wiped. Students needing to remove face covering for any reason will need to move apart from the group. If more than 2 students are needing this support teachers can choose to radio for support or take an outside break. Teachers will address students with reminders to wear face covering as appropriate . Health assistants, nurse, and office staff will need to wear PPE grade equipment when in contact with anyone showing symptoms. For students who require an accommodation to meet the requirement for face coverings, the school team will work closely with the student and family to develop a plan in alignment with ODE guidance to accommodate the student's needs and ensure safety of staff and other students. For students eligible for IEP/504 services who can not wear a face covering due to the nature of the disability, the school team will work closely with the student and family to develop or amend a plan. The school team will 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, school teams will consider whether the student's inability to consistently wear a face covering or face shield as required is due to a disability. If the school team suspects a disability, the team will proceed through the evaluation and eligibility process.

OHA/ODE Requirements	Hybrid/Onsite Plan
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 should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.	

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day. ☒ Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. • Consider required physical arrangements to reduce risk of disease transmission. • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. • Additional guidance for nurses and health staff. ☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.	If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. If arriving at school, notify staff to begin isolation measures. If transporting for dismissal and the student displays an onset of symptoms, notify the school. Staff exhibiting symptoms upon arrival will be directed to return home. If unable, staff will isolate in a designated isolation area until transportation can be arranged.

OHA/ODE Requirements	Hybrid/Onsite Plan
• School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands should 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 should 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.	

2. Facilities and School Operations

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

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. ☒ 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.	Office staff will notify Student Outreach Team if a student has been absent for more than 10 days. Student Outreach Team will contact families by phone and conduct home visits when families don't respond. Every effort will be made to locate student and provide appropriate support. Teachers will work in PLCs and document any student who misses 4 consecutive days of school. Student Outreach Team will meet weekly to review teacher documentation and discuss interventions to re-engage students in school and provide academic, financial, and socio-emotional supports to families as needed.

OHA/ODE Requirements	Hybrid/Onsite Plan
• 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 should reach out to offer support at least weekly until the student has resumed their education. ☒ When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.	

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). ☒ Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). ☒ Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present. ☒ Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance. ☒ Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.	Attendance will be taken daily for each scheduled class. Teachers will accept assignments and two-way communication regarding academics as evidence of attendance. Student Attendance: WMMS will share with parents and students clear and concise district attendance and participation expectations for the hybrid learning model before in person instruction begins. School counselors and social workers assigned to WMMS will also support family involvement and students' regular attendance both for the online and in person components of the hybrid model.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the ***Ready Schools, Safe Learners*** guidance).	Students will continue to use district supplied devices assigned to the student and there will be no sharing of devices.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	Students will return devices needing return, inventory, updating, or redistributing following social distance guidelines in the office or library. Devices will be isolated in plastic Ziploc bag and accessed by properly safeguarded technicians and cleaned with approved disinfectant.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Handwashing:** All people on campus should be advised and encouraged to wash their hands frequently. ☒ **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. ☒ **Events:** Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. ☒ **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. ☒ **Personal Property**: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.	**Handwashing:** handwashing will be taught through a series of mini-lessons, branded with posters, and reinforced with reminders and hand washing scheduling prior to meals and during location transitions. **Equipment:** Any shared equipment will be wiped between use. **Events:** Large gatherings, field trips, etc. will either be canceled or offered virtually. **Transitions/Hallways:** Transitions will be scheduled to minimize crowding. Visual cues for lining up, standing, and walking direction will be present. **Personal Property**: Items brought will need to be labeled and used for personal use only. Labels will be available in each classrooms as needed.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☒ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the ***Ready Schools, Safe Learners*** guidance). ☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. • 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.	Dismissal- Classroom cohorts will be dismissed one pod at a time. Students will exit through the same assigned entrance that they entered through. No more than 2 classrooms will exit at one door. Staff will supervise hallways and exits during dismissal to ensure social distancing guidelines are followed. Schedules will articulate arrival, dismissal, and transition times. Sign-ins will be designed to minimize any material sharing. Any common sign-in sheet or area will include hand sanitizer. Arrival and dismissal procedures will be published to parents prior to the first day of hybrid learning. Parents driving students will be asked to stay in their vehicle staff on duty will ensure students get to the correct entrance. Parent will not enter the building at arrival or dismissal. Late arrivals will all enter through the front office. Teachers walk students to buses and pick-up zones during dismissal

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Seating:** Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. ☒ **Materials:** Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.	**Seating:** Furniture will be arranged and marked with a minimum of 35 square feet per person. **Materials:** Students will be designated materials labeled with student names. If materials need to be shared hand sanitizer and wipes will be used between use.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **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 should be disposed of in a garbage can, then hands washed or sanitized immediately. • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	**Handwashing:** each class will present a series of handwashing lessons and review lessons, signs will be placed throughout the building, reminders will be shared frequently.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). ☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. ☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. ☒ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible 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 staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults.	Playground equipment use will follow guidance on county public park use. Soap in restroom and hand sanitizers will be checked daily and refilled as needed. Handwashing will be scheduled in transitions from outdoors. Schedules will be designed to ensure only one cohort in an outdoor area at a time. Cleaning requirements will be reviewed by all staff, an implementation plan designating who is responsible for cleaning procedures and duration will be designed and followed in hybrid model. Signage will clearly state current equipment restrictions and availability Outdoor equipment: According to their daily schedule, custodians will disinfect play structures by wiping between cohorts. Staff room use- microwave and refrigerator access will be scheduled. Other areas for the purpose of resting and eating will be designated to honor 6 ft physical distancing. AM/PM Custodians: Cleaning and disinfecting will be maintained for all areas of the school. Disinfecting of frequently touched surfaces will be performed throughout the day and the school will be disinfected using an electrostatic fogger at night.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include meal services/nutrition staff in planning for school reentry. ☒ Prohibit self-service buffet-style meals. ☒ Prohibit sharing of food and drinks among students and/or staff. ☒ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. ☒ Staff serving meals and students interacting with staff at mealtimes must wear face shields or face covering (see section 1h of the **Ready Schools, Safe Learners** guidance). ☒ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after. ☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).	Building administration is working directly with RSD nutrition department to plan for meal offerings. Meals will be delivered to student pods during breakfast and lunch. Students will pick up their meals in their pod and then eat in their own classroom. Classified staff will be utilized for lunch supervision in order to provided duty free lunch for teachers. Student lunch schedules will include handwashing prior to each meal. Designated eating area will be sanitized between cohorts to include touchpoints and tables. Staff serving meals will wear face shields or face coverings

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.	All trays will be sanitized

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service. ☒ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the ***Ready Schools, Safe Learners*** guidance). ☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should be done at the time of arrival and departure. • If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. ○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. • If arriving at school, notify staff to begin isolation measures. ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. ☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. ☒ Drivers wear face shields or face coverings when not actively driving and operating the bus. ☒ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings). ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the ***Ready Schools, Safe Learners*** guidance to transportation settings.	Building administration will work directly with transportation to plan safe arrival/dismissal and transportation options. Students will ride in cohorts of 28 Students will be seated 6 ft. from driver- Seats are marked for proper distancing as a visual aid to assist students while loading Bus drivers will maintain attendance logs for contact tracing Buses will be cleaned between cohorts. Loading and unloading protocols will include visual screening, Students displaying symptoms will wear a face covering, will be placed 6 ft apart from other riders and seated in the first row to ensure exit from bus first. and multiple windows should be opened to allow for fresh air circulation, if feasible. Bus driver will call school office to notify of possible symptomatic student. Drivers will wear face coverings while student enter and exit bus. Transportation details to include bus stop guidelines will be provided to parents prior to the start of hybrid model. Students will be required to wear face coverings staring on the school bus.

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. ☒ Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance.	Clean and Sanitize: Cleaning and disinfecting will be maintained for all areas of the school. Disinfecting of frequently touched surfaces will be performed by custodians throughout the day and the school will be disinfected using an electrostatic fogger at night. Playground equipment will be disinfected between cohorts. Disinfectants will be properly labeled and stored away from students.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ☒ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. ☒ Schools with HVAC systems should 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 should, to the extent possible, increase natural ventilation by opening windows and doors before students arrive and after students leave, and while students are present. ☒ 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 should 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 should 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).	RSD operations department will choose appropriate products to use around students and staff. Disinfectant being used in fogger is Bioesque Botanical Disinfectant Solution: ○ EPA List N Registered Broad-Spectrum Disinfectant ○ Kills 99.9% of Bacteria, Viruses, Fungi & Molds ○ No Personal Protective Equipment (PPE) Needed ○ Botanically Derived Active Ingredient School HVAC systems are being maintained to ensure efficient performance and air exchange rate. Where equipment can maintain required balancing, the MERV rating of the filtration will be increased. PM Custodians: According to checklist will clean assigned areas. Classrooms and offices are disinfected using electrostatic fogger. School HVAC systems are being evaluated to upgrade their performance and increase the air exchange rate and the MERV filtration rating where appropriate.

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ OAR 581-022-2220 Health Services, requires districts to "maintain a prevention-oriented health services program for all students" including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. ☒ Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	The game room and health office will be used as isolation rooms. When used as isolation, signs will identify use. Area will be disinfected after use. WMMS admin will continue to work directly with health care professionals to determine health service priorities.

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: • Contact tracing • The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. • Quarantine of exposed staff or students	Not applicable

OHA/ODE Requirements	Hybrid/Onsite Plan
• 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.	

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. • At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. • Fire drills must be conducted monthly. • Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. • Safety 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 should 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 should 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.	In hybrid model, each cohort of students will receive instruction on emergency procedures (fires, earthquakes, and safety threats) each month, engage in monthly fire drills, engage in at least two earthquake and safety threat drills throughout the year. Evacuation maps will take into consideration physical distancing when able. In the case that physical distancing is not manageable the drill will be completed in less than 15 minutes. All staff will be trained on safety drills prior to the first day of hybrid model. Students will wash hands or use sanitizer after a drill.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills. ☒ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. ☒ Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year. ☒ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors. ☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. ☒ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues. ☒ Plan for the impact of behavior mitigation strategies on public health and safety requirements: • Student elopes from area ○ If staff need to intervene for student safety, staff should: ● Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in behavior that requires them to be isolated from peers and results in a room clear. ○ If students leave the classroom: ● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff ● Ensure physical distancing and separation occur, to the maximum extent possible. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior). ○ If staff need to intervene for student safety, staff should:	Students showing lagging skills will be offered supporting, instruction, and skill-building training to include collaborative problem solving and restorative dialogue where appropriate. Teachers and other support staff will be trained to offer this support to students. Teachers and support staff will work together to determine the best time and location to offer student support to consider students safety and learning environment. Teachers will plan proactive measures to reduce known triggers Teachers will adjust and ask for support as needed as unexpected triggers of behaviors occur. Identified staff will receive training (Mandt, Trillium, Trauma informed care trainings) to support de-escalation, lagging skill instruction, and alternatives to restraint and seclusion. Support team will create a written plan prior to hybrid to address the follow situations with safety and support in mind: • Student eloping from area • Staff intervention for struggling student • Unexpected interaction with another cohort • Room clear • Physical aggression student to student • Physical aggression student to adult This plan will include proactive and responsive efforts and include disinfecting areas/equipment and communication plan following any of the above events. Face shields may be cleaned and disinfected by instructional staff. Personal face coverings should be taken home and laundered (disposable face coverings are available for staff and students).

OHA/ODE Requirements	Hybrid/Onsite Plan
● Maintain student dignity throughout and following the incident. ● Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. ☒ Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space. **Protective Physical Intervention** ☒ Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the ***Ready Schools, Safe Learners*** guidance: Cleaning, Disinfection, and Ventilation).	

3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☒ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	WMMS staff will be familiar with "Planning for COIVD-19 scenarios in School." WMMS administrative staff will be well versed in applying the practices in "Planning for COVID-19 scenarios in School." Coordinate with LPHA: District Operations has established communication and reporting protocols for all students and staff with MESD Nursing Services and Multnomah Department of Public Health.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☒ Ensure continuous services and implement Comprehensive Distance Learning. ☒ Continue to provide meals for students.	WMMS staff will be familiar with "Planning for COIVD-19 scenarios in School." WMMS administrative staff will be well versed in applying the practices in "Planning for COIVD-19 scenarios in School." In response to an outbreak, all WMMS students will be offered Comprehensive Distance Learning. Reynolds School District will be offered meal services during any closures due to COVID-19 impact.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☒ Clean, sanitize, and disinfect surfaces (e.g., playground equipment, 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.	WMMS staff will be familiar with "Planning for COIVD-19 scenarios in School." WMMS administrative staff will be well versed in applying the practices in "Planning for COIVD-19 scenarios in School." WMMS will clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. WMMS administration and planning committee will consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools from any transitions for CDL to hybrid.

ASSURANCES

This section must be completed by any public school that is providing instruction through On-Site or Hybrid Instructional Models.
Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section unless the school is implementing the* Limited In-Person Instruction *provision under the Comprehensive Distance Learning guidance.
This section does not apply to private schools.

☐ We affirm that, in addition to meeting the requirements as outlined above, our school plan has met the collective requirements from ODE/OHA guidance related to the 2020-21 school year, including but not limited to requirements from:

- Sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance,
- The ***Comprehensive Distance Learning*** guidance,
- The ***Ensuring Equity and Access: Aligning Federal and State Requirements*** guidance, and
- ***Planning for COVID-19 Scenarios in Schools***

☐ We affirm that we cannot meet all of the collective requirements from ODE/OHA guidance related to the 2020-21 school year from:

- Sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance,
- The ***Comprehensive Distance Learning*** guidance,
- The ***Ensuring Equity and Access: Aligning Federal and State Requirements*** guidance, and
- ***Planning for COVID-19 Scenarios in Schools***

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

4. Equity

5. Instruction

6. Family, Community, Engagement

7. Mental, Social, and Emotional Health

8. Staffing and Personnel

Assurance Compliance and Timeline

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

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

OREGON DEPARTMENT OF EDUCATION

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OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Woodland Elementary School
Key Contact Person for this Plan	Rob Robinson
Phone Number of this Person	503-674-8188
Email Address of this Person	rrobinson@rsd7.net
Sectors and position titles of those who informed the plan	Lorie Coe, MESD Nurse Marc Zollinger, Asst. Principal
Local public health office(s) or officers(s)	Multnomah County Health Department Patricia Charles-Heathers, Director 619 NW 6th Ave. Portland, OR 97209 509-988-3674 Jamie Smith, Coordinator, School Health Services Multnomah Education Service District (MESD) 11611 NE Ainsworth Circle Portland, OR 97220 503-257-1732 Cell: 541-279-3136 jsmith2@mesd.k12.or.us
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Rob Robinson
Intended Effective Dates for this Plan	TBD

[1] For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.
[2] For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.
[3] Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a government-to-government basis.

ESD Region	Multnomah

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

Our community is largely represented by groups who have been underserved, traditionally. In order to provide a voice for they and the community as a whole, we offered online surveys of both the community and our staff. These were conducted at the district level, with results provided back to individual school sites. Additionally, online meetings for parents and staff were held to allow families and individuals to raise to raise questions and concerns. Also, in the formation of this plan, the principal met with ODE and Reynolds District Leadership for information regarding planning and public health.

3. Indicate which instructional model will be used.

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

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

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

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

In completing this portion of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Here is a link to the overview of CDL Requirements. Please name any requirements you need ODE to review for any possible flexibility or waiver.

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.

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

0. Community Health Metrics

METRICS FOR ON-SITE OR HYBRID INSTRUCTION

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

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

☐ The school currently meets the exceptions required to provide in-person person education for students in grades K-3 (see section 0d(1) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required to provide limited in-person instruction for specific groups of students (see section 0d(2) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required for remote or rural schools in larger population counties to provide in-person instruction (see section 0d(3) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required for smaller population counties to provide in-person instruction (see section 0d(4) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required for schools in low population density counties (see section 0d(5) of the ***Ready Schools, Safe Learners*** guidance).
☐ The school currently meets the exceptions required for small districts to provide in-person instruction (see section 0d(6) of the ***Ready Schools, Safe Learners*** guidance).

1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Implement measures to limit the spread of COVID-19 within the school setting. ☒ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. ☒ Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. ☒ Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. ☒ Process and procedures established to train all staff in sections 1 - 3 of the ***Ready Schools, Safe Learners*** guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. ☒ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. ☒ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. ☒ Process to report to the LPHA any cluster of any illness among staff or students. ☒ Protocol to cooperate with the LPHA recommendations. ☒ Provide all logs and information to the LPHA in a timely manner. ☒ Protocol for screening students and staff for symptoms (see section 1f of the ***Ready Schools, Safe Learners*** guidance). ☒ Protocol to isolate any ill or exposed persons from physical contact with others. ☒ 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.	- Classroom sanitization (please included bulleted list of what counts as "sanitization") will occur each day when students are not present. - Classroom touch-point areas (door handles, sink handles, etc) will be wiped down throughout the day as needed. Teachers (following safety protocols) and custodians will both work to wipe areas of the classroom that are highly used. Students may use wipes (currently limited available) but may not use the current spray formula (following directions on bottle). - Students will have their own labeled supplies. Any shared supplies will be "sanitized" between use. - Students will be assigned an arrival/dismissal building access point to limit exposure to large group of students. Any entrance with more than one classroom assigned will have a safety protocol defined and posted. Prior to return to the building parents, students, and staff will be informed of the arrival/dismissal protocols and expectations. Late arrivals will all come through the front entrance. - Classrooms in both hallways will be assigned bathroom break times to promote handwashing and limit hallway use throughout the day. Students will be allowed to use the restroom as needed but will be encouraged to try to stay on the bathroom break schedule. Break schedules will be published. (This is an issue for Woodland-we only have one set of student restrooms for each floor. To maintain safe distancing only 2 students can be in the restroom at a time. If groups of two take 5 minutes each, a cohort of 12 would need 30 minutes of scheduled time. For 12 classes on the lower floor, that is 6 hours of scheduled time, leaving no breaks for students from other classes to use the restroom.) - Classrooms with bathrooms attached will not enter the hallway to use the restroom. - Staff will continue to only use the staff restrooms in the hallways next to the elevator, and the southern one in the

OHA/ODE Requirements	Hybrid/Onsite Plan
• If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the ***Ready Schools, Safe Learners*** guidance), the daily log may be maintained for the cohort. • If a student(s) is not part of a stable cohort, then an individual student log must be maintained. ☒ Required components of individual daily student/cohort logs include: • Child's name • Drop off/pick up time • Parent/guardian name and emergency contact information • All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student ☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. ☒ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site. ☒ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19. ☒ Protocol to respond to potential outbreaks (see section 3 of the ***Ready Schools, Safe Learners*** guidance).	staff lounge. Safe Distancing markers will be on the floor and/or wall for those who are waiting. - The principal will ensure proper guidance (signage, branding, training, messaging home and school) to ensure physical distancing is utilized to keep all participants safe. - All Woodland staff has the authority to support and reinforce physical distancing requirement. (Keeping language soft and supportive and considering the challenge of maintaining our own distance. Perhaps a common phrase) - Within the first four days of school preparation (TBD) all staff will be trained in sections 1-3 of Ready School, Safe Learners details. - Signs will be posted in common areas to signify when the area was last used and last cleaned. Examples-If a class were to enter the library for use, they would document on paper date and time of entrance. Then when the area is sanitized custodian will date and sign it was sanitized and ready for next use. - Staff walking through the entrance of the school will serve as self- reporting that they are meeting health guidelines to work. Sanitizing and signing into the school will keep a contact tracing record for staff. - Room 117? 108? 115?(see section 1i) will be used for isolation areas as needed. Documentation will be used to identify the area when in use. Thorough sanitization will occur prior to and after use for isolation space. - If a potential case is presented at Woodland we will send home a standard letter, autodialer (email and phone messages), and classroom level remind (message referencing letter). Content will include an optional zoom for further information. Also, send information in advance of what the process is (create the standard protocol) - Synergy and daily schedule will be used to log cohort interactions. Anything outside of the regular schedule will be tracked on sanitization/use log sheets (this team will determine if tracking system will be common or individualized) - Itinerant staff will be required to keep an updated calendar with shared access by head secretary. It is not classroom teacher's responsibility to document other staff joining the classroom. Staff who have a consistent schedule will only document things outside the regular schedule.

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. **Medically Fragile, Complex and Nursing-Dependent Student Requirements** ☒ 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:	- - Communicable Plan: The school has developed a Communicable Disease Management Plan based on a school-site template provided by MESD School Nursing Services, as well as requirements noted in the Ready Schools Safe Learners Guidance Document. - LPHA Staff: Heather Godsey, MESD Nurse Consultant hgodsey@mesd.k12.or.us 503-257-1709; Lorie Coe lcoe@partner.rsd7.net 503-679-9437

OHA/ODE Requirements	Hybrid/Onsite Plan
1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. ☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law: • Communicate with parents and health care providers to determine return to school status and current needs of the student. • Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. • Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. • The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. • Service provision should consider health and safety as well as legal standards. • Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers. • Work with an interdisciplinary team to meet requirements of ADA and FAPE. • High-risk individuals may meet criteria for exclusion during a local health crisis. • Refer to updated state and national guidance and resources such as: ○ 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.	- Protocol Notify LPAH: All suspected or confirmed cases of COVID-19 or instances of COVID-19 exposure in RSD employees, students, contractors, and visitors to district sites are reported to RSD through a COVID-19 Case Online Reporting Form to ensure that precautionary steps can be taken to prevent the spread of the virus and that the MESD District Nurse Consultant coordinates appropriate notifications and recommendations with Multnomah County Health Department. - Plans Disinfection: Custodial staff follow an established schedule to ensure areas used are systematically disinfected per the CDC's guidance on disinfecting public spaces. - Process Report to LPHA: All suspected or confirmed cases of COVID-19 or instances of COVID-19 exposure in RSD employees and student are reported to RSD and MESD School Nursing through a COVID-19 Case Online Reporting Form - Protocol Cooperate: The MESD Nurse Consultant provides recommendations to District Operations and sites reporting possible exposure through an established COVID-19 Online Reporting Form. - Provide Logs: Logs and information are reported in a timely manner through the RSD-MESD COVID-19 Case Online Reporting Form. - Protocol Screening Staff and Students: Woodland School has developed plans and procedures to ensure proper daily and effective screening before students and staff enter school by having evaluated our physical layout, doorways and other options. (Woodland School will use all three exterior doors for arrival and dismissal. Grades K & 1 will use the South (main) door. Grades 2 & 3 and Life Skills all grades will use the East Door. Grades 4 and 5 will use the West Door. Staff will direct students to the appropriate door at arrival and staff will be stationed at each of the three doors for visual health screening of students. - Protocol Isolate: As part of its Communicable Disease Plan, Woodland School has identified an area to isolate any ill or exposed persons from physical contact with others. - Protocol Communicate: In accordance with the Oregon School Nurses' Assocation Communicable Disease School Communication Protocol, Woodland School follows the recommendations of the MESD Nurse Consultant, based on her investigation of the reported case, on any required communication with/notification to students or staff who may be impacted by the reported potential COVID-19 case. - Woodland School will be maintaining daily logs for each student/cohort for the purpose of contract tracing. The school has organized students and staff into stable cohorts per the recommended guidelines. - Woodland School will ensure that logs will include the required components. - Protocol keep daily logs: Woodland School will ensure that daily logs are kept and archived for contract tracing to assist the MESD Nurse Consultant as needed. - Protocol Itinerant/District Staff: Woodland School has established a process to ensure all itinerant and all district staff are logged in and out, including areas visited and with whom they were in contact. All district staff also are required to swipe their ID badge upon entry into any building, which also provides an additional record if needed. - Process Consult with LPHA: District Operations and MESD Nursing Services have developed a process for schools to report and consult, including additional cleaning and possible classroom or program closure.

OHA/ODE Requirements	Hybrid/Onsite Plan
	- Potential Outbreaks: In consultation with District Operations and the MESD Nurse Consultant, Woodland will utilize the "Planning for COVID-19 Scenarios in Schools" toolkit to respond to potential outbreaks, including, but not limited to, required notifications, cleaning and possible classroom or program closure. - Custodial will close off affected area; provide increased ventilation of area if possible; stay out of the closed area as long as possible; disinfect closed area(s) using fogger. -

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom 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. ☒ 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 (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 should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.	- Signs will be placed throughout the hallways and classrooms as reminders of 6 ft social distance requirements. - Instruction will be planned to allow for 6 ft distancing for all activities. - Any anticipated areas where a line might occur will be marked for distance. - Cohorts will be designed to accommodate no more than 50% of the school population each day. - All students will receive initial instruction on physical distancing. All staff will reinforce message. Videos will be created and available to reinforce the message as well. - Staff will be required to honor physical distancing. - Schedule Modifications: Woodland School will establish stable cohorts of students as part of its schedule modifications to limit the number of students in the building. Cohorts will attend on only specific days. The school's reopening team has identified specific ingress and egress points for designated grade levels; those grade level cohorts will only use one designated ingress and egress point throughout the day. - Plan for Students Additional Support: School administrators, counselors, social workers, educational assistants and other support staff will work with students who need additional support in maintaining physical distancing requirements. -

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. - The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. ☒ 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).	- Students will be placed in stable classroom cohorts of no more than 16 students. - Bus cohorts will be established based on classroom cohort assignments. - Students will not be a part of any one cohort or cross cohorts that exceed 100 people. - Attendance, and area records will serve as tracing. - Utilizing scheduled restroom breaks and individual restrooms will minimize interactions. - Teachers and custodians will disinfect surfaces throughout the day as needed.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. ☒ Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. ☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers. ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	- All student will have access to general education and peers. Support services will happen as an integrated part of the classroom when possible. - Staff will be required to wash hands when moving between different cohorts. - Staff will be assigned sections of Safe Schools specific to Covid 19 at the beginning of the school year. - Stable Cohorts: Woodland School will establish stable cohorts of students as part of its schedule modifications to limit the number of students in the building. Woodland School has measured and planned for 35 square feet per person, including staff, in its classrooms. - System Daily Logs: Woodland School will be maintaining daily logs for each student/cohort for the purpose of contract tracing. Woodland School will ensure that logs will include the required components. - Cleaning and disinfecting: According to the custodial daily schedule, custodians will disinfect areas when a cohort leaves an area. Example: Cohort leaves cafeteria, custodian will disinfect tables using disinfectant and flat mop; cohort returns to class after recess, custodian wipes play structure.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. ☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. - The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). ☒ Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. ☒ Provide all information in languages and formats accessible to the school community.	- Anyone who has come in contact with a confirmed case per the definition will receive a phone call from administrator and/or nurse. - An autodialer and letter will be generated for communicating a confirmed case. Anyone in close contact with the case will be contacted by phone. - Health information will be provided in languages and format accessible to the school community. - Staff will receive notification and details for any potential health concerns and details of who received communication. - Communicate Start On-Site Instruction; The building administrator and School Safety Team will provide training for staff at the start of on-site instruction and periodically to review the required infection control measures. Additionally, all district employees were required to complete by October 31, 2020 several modules of Safe School training on the prevention of COVID-19 in the school setting. - Develop Confirmed Case: In accordance with the Oregon School Nurses' Assocation Communicable Disease School Communication Protocol, Woodland School follows the recommendations of the MESD Nurse Consultant, based on her investigation of the reported case, on any required communication with/notification to students, families or staff who may be impacted by the reported potential COVID-19 case. - Develop Protocols Immediately: In consultation with District Operations and the MESD Nurse Consultant, Woodland School will utilize the "Planning for COVID-19 Scenarios in Schools" toolkit to respond to potential outbreaks, including, but not limited to, required notifications, cleaning and possible classroom or program closure. -

1f. ENTRY AND SCREENING

☒ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows: - Primary symptoms of concern: cough, fever (*temperature* greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. - Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. - In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. - Emergency signs that require immediate medical attention: o Trouble breathing o Persistent pain or pressure in the chest o New confusion or inability to awaken o Bluish lips or face (lighter skin); greyish lips or face (darker skin) o Other severe symptoms ☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health. - Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the ***Ready Schools, Safe Learners*** guidance) and sent home as soon as possible. See table *"Planning for COVID-19 Scenarios in Schools."* - Additional guidance for nurses and health staff. ☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See table *"Planning for COVID-19 Scenarios in Schools."* ☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. ☒ 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.	- Anyone not able to answer health questions should stay home or be directed to go back home. - Parents are the initial screener for students and should not send students to school who are showing signs or symptoms. School will send home health screening questions for parent review and consideration. - Bus drivers should alert staff if there are any students on the bus who are showing symptoms. Staff will meet the bus and get students to isolation ASAP. - Classroom staff will also serve as screeners as students enter the room. Any students showing symptoms or reporting symptoms should remain outside the classroom. The teacher will radio the office and a health assistant/nurse/or office staff member will come to the student. - Students will be offered hand sanitizer at each building entrance. - Visitors and volunteers will not enter the building at this time. - Screen all students and staff: Woodland School has developed plans and procedures to ensure proper daily and effective screening before students and staff enter school. School bus drivers have been trained on screening students when they enter the bus and have been trained on how to support a student who may be exhibiting symptoms. - Follow LPHA Advice: Woodland School and District Operations follow the advice and recommendations of the MESD Nurse Consultant related to any COVID-19 staff or student report filed. Woodland School also has an assigned MESD school nurse who is available to provide advisement and guidance in collaboration with the Nurse Consultant. - Staff/Students Chronic Cough: In consultation with District Operations and the MESD Nurse Consultant, ___ will utilize the "Planning for COVID-19 Scenarios in Schools" toolkit to address any staff or student with exhibit a chronic or baseline cough. -

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Restrict non-essential visitors/volunteers. - Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. - Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. ☒ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See table *"Planning for COVID-19 Scenarios in Schools."* ☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit.	- Visitors and Volunteers will not be allowed at this time.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.	

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices. ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings. ☒ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time: - Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;" ○ Students should not be left alone or unsupervised; ○ Designated area or chair should 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 should also wear appropriate Personal Protective Equipment (PPE) for their role. - Additional guidance for nurses and health staff. **Protections under the ADA or IDEA** ☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should 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 should 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. - 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.	- Face coverings will be required by staff and students. Face mask options will be provided by the building. Students and staff can choose to wear their own or one provided. Face coverings may be removed for eating. Students and staff will remain over 6ft apart any time a face covering is not worn. After students are finished eating they will wash hands and the area will be wiped. - Students needing to remove face covering for any reason will need to move apart from the group. Similar to cool down space with limited items and cleaned in between use. If more than 2 students are needing this support teachers can choose to radio for support or take an outside break. - Teachers will address students with reminders to wear face covering as appropriate - Health assistants, nurse, and office staff will need to wear PPE grade equipment when in contact with anyone showing symptoms. - Accommodations needed for face coverings will be considered on an individual basis. An alternate and individualized plan will be written for each student not wearing a face covering. - IEPs will be reviewed. Any student not able to wear a face covering will have an individualized plan to address health and safety actions. - If a student not on an IEP is consistently showing resistance to a face covering an SST meeting for problem solving and consideration of student need (including possibility of impact from a disability) will be considered. - Any staff members needing accommodations should meet with building admin. - For students who require an accommodation to meet the requirement for face coverings, the school team will work closely with the student and family to develop a plan in alignment with ODE guidance to accommodate the student's needs and ensure safety of staff and other students. - For students eligible for IEP/504 services who can not wear a face covering due to the nature of the disability, the school team will work closely with the student and family to develop or amend a plan. The school team will 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, school teams will consider whether the student's inability to consistently wear a face covering or face shield as required is due to a disability. If the school team suspects a disability, the team will proceed through the evaluation and eligibility process.

OHA/ODE Requirements	Hybrid/Onsite Plan
2. Placement determinations cannot be made due solely to the inability to wear a face covering. 3. Plans should include updates to accommodations and modifications to support students. - 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 should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.	

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day. ☒ Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. - Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. - Consider required physical arrangements to reduce risk of disease transmission. - Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. - Additional guidance for nurses and health staff.	- If a student displays COVID-19 symptoms while boarding the bus, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. ○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. - If arriving at school, notify staff to begin isolation measures. - If transporting for dismissal and the student displays an onset of symptoms, notify the school.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. - School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. - After removing PPE, hands should 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 should 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.	Staff exhibiting symptoms upon arrival will be directed to return home. If unable, staff will isolate in a designated isolation area until transportation can be arranged. Designated Isolation Area: I don't believe we have an adequate quarantine area for symptomatic students or adults. Our health room is too close to the office and cannot accommodate two people who are 6' apart. Our Conference room, while located near the health office has poor ventilation and no access to a sink for handwashing. We have an open classroom in the lower hall, Room #109, and it's located almost halfway down our lower hall, increasing the risk of cross contact between the quarantined person(s) and others. A fourth option may be to use the current FLS room, #117. Ventilation there is poor too, and it doesn't have windows, but it has an exterior door that could be propped open to improve airflow and it's adjacent to restrooms. Using the FLS room would mean that we would have to move FLS to the open classroom in 109, and then FLS wouldn't have access to a bathroom in the class, but they could potentially use the staff restroom near the elevator. -

2. Facilities and School Operations

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

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. ☒ 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.	• Office staff will notify teachers if a student has been absent for more than 10 days. Teacher will contact families weekly for 3 weeks. Then attendance committee will take over weekly check-ins. • Teachers will work in PLCs to determine contact with students who have been absent 5 consecutive days.

OHA/ODE Requirements	Hybrid/Onsite Plan
- 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 should 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.	• Students and families with poor or unstable attendance will be referred to the Care Team so work can be done to remove any barriers to learning and support the family. • Attendance will be taken based on ODE guidelines and the 24-hour window for students to participate.

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). ☐ Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). ☐ Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present. ☐ Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance. ☒ Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home	• Attendance will be taken each day according to current attendance guidelines: two-way communication, receipt of assignment • Parents will be provided attendance adjustments in writing based on hybrid prior to the first day of hybrid learning. • Woodland School will share with parents and students clear and concise district attendance and participation expectations for the hybrid learning model before in person instruction begins. School counselors and social workers assigned to Woodland School will also support family involvement and students' regular attendance both for the online and in person components of the hybrid model.

OHA/ODE Requirements	Hybrid/Onsite Plan
environment, caregiver's work schedule, and mental/physical health.	

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the ***Ready Schools, Safe Learners*** guidance). ☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	• Each student will receive their own individual device that they will use daily at school. This device will be stored in a charging area which will be cleaned between student access or taken home daily to access distance learning. • Families will return devices at an equipment check out event. That event will follow all social distancing guidelines and PPE will be used by all. • Where possible we will try to provide devices for at school and at home to eliminate transport of technology. • Students will continue to use district supplied devices assigned to the student and there will be no sharing of devices. • Students will return devices needing return, inventory, updating, or redistributing following social distance guidelines in the office or library. Devices will be isolated in plastic Ziploc bag and accessed by properly safeguarded technicians and cleaned with approved disinfectant.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Handwashing:** All people on campus should be advised and encouraged to wash their hands frequently. ☒ **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. ☒ **Events:** Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. ☒ **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. ☒ **Personal Property**: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.	• **Handwashing:** handwashing will be taught through a series of mini-lessons, branded with posters, and reinforced with reminders and hand washing scheduling prior to meals and during location transitions. • **Equipment:** Any shared equipment will be wiped between use. • **Events:** Large gatherings, field trips, etc. will either be canceled or offered virtually. • **Transitions/Hallways:** Transitions will be scheduled to minimize crowding. Visual cues for lining up, standing, and walking direction will be present. • **Personal Property**: Items brought will need to be labeled and used for personal use only. Labels will be available in each classrooms as needed. Equipment in need of sanitizing is identified and placed on the custodian's schedule. Equipment with multiple users per day will be sanitized by instructional staff who have been provided with the proper disinfecting supplies. (Equipment left in the classrooms will be disinfected each night by the fogger.) • Woodland School has established policies for personal property being brought to school. Policies related to personal property and other COVID-19 prevention guidelines will be communicated with parents and students before in person learning begins.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☒ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the ***Ready Schools, Safe Learners*** guidance). ☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. - 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.	• Arrival- Bus cohorts will be excused one bus at a time. Students will walk to their designated entrance. Entrances will be designated by grade levels. No more than 6 classrooms will enter at one door. Staff will meet students at entrance to help keep physical distance and conduct visual screenings. • Schedules will articulate arrival, dismissal, and transition times. • Woodland School has developed accurate sign-in/sign-out procedures for students and staff to help facilitate contract tracing. Hand sanitizer and other appropriate prevention measures will be taken during the sign-in/sign-out procedures. Sign-ins will be designed to minimize any material sharing.. Any common sign-in sheet or area will include hand sanitizer. • Arrival and dismissal procedures will be published to parents prior to the first day of hybrid learning. Parents driving students will be asked to stay in their vehicle staff on duty will ensure students get to the correct entrance. Parents walking students to school will connect students with staff member at drop area. Parent will not enter the building at arrival or dismissal. Late arrivals will all enter through the front office. Office staff will help support student arrival information. • Teachers walk students to buses and pick-up zones. • Woodland School has created a schedule based on stable cohorts and will communicate the schedule and arrival/dismissal times with parents and students before in person learning begins.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Seating:** Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. ☒ **Materials:** Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. ☒ **Handwashing:** Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately. - Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	• **Seating:** Furniture will be arranged and marked with a minimum of 35 square feet per person. • **Materials:** Students will be designated materials labeled with student names. If materials need to be shared hand sanitizer and wipes will be used between use. • **Handwashing:** each class will present a series of handwashing lessons and review lessons, signs will be placed throughout the building, reminders will be shared frequently.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations).	• AM/PM Custodians: Cleaning and disinfecting will be maintained for all areas of the school. Disinfecting of frequently touched

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. ☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. ☒ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible 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 staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults.	surfaces will be performed throughout the day and the school will be disinfected using an electrostatic fogger at night. Outdoor equipment: According to their daily schedule, custodians will disinfect play structures by wiping between cohorts. Soap in restroom and hand sanitizers will be checked daily and refilled as needed. Handwashing will be scheduled in transitions from outdoors. Schedules will be designed to ensure only one cohort in an outdoor area at a time. Cleaning requirements will be reviewed by all staff, an implementation plan designating who is responsible for cleaning procedures and duration will be designed and followed in hybrid model. Signage will clearly state current equipment restrictions and availability When outdoor equipment is available for use, it will be cleaned per CDC guidelines. Outdoor use will be scheduled with additional time in-between groups for cleaning. Staff room use- a maximum of 8 people may use the staff lounge at any one time. Staff will wipe down all touch points (microwave, drawer handles, refrigerator door and handle, etc.) immediately after use.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include meal services/nutrition staff in planning for school reentry. ☒ Prohibit self-service buffet-style meals. ☒ Prohibit sharing of food and drinks among students and/or staff. ☒ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. ☒ Staff serving meals and students interacting with staff at mealtimes must wear face shields or face covering (see section 1h of the **Ready Schools, Safe Learners** guidance). ☒ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should 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, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.	Building administration is working directly with RSD nutrition department to plan for meal offerings. Students will eat in their classrooms at 6 ft distance from one another so they can remove face coverings. Student lunch schedules will include handwashing prior to and after each meal. Designated eating area will be sanitized between cohorts to include touchpoints and tables. Staff serving meals will wear face shields or face coverings All trays will be sanitized

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service. ☒ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the ***Ready Schools, Safe Learners*** guidance).	Building administration will work directly with transportation to plan safe arrival/dismissal and transportation options. Buses will be cleaned between cohorts Loading and unloading protocols will include visual screening, Students displaying symptoms will wear a face covering, will be placed 6 ft apart from other riders and seated in the first row to

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should be done at the time of arrival and departure. - If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. ○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. - If arriving at school, notify staff to begin isolation measures. ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. ☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. ☒ Drivers wear face shields or face coverings when not actively driving and operating the bus. ☒ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings). ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the ***Ready Schools, Safe Learners*** guidance to transportation settings.	ensure exit from bus first. Bus driver will call school office to notify of possible symptomatic student. Drivers will wear face coverings while student enter and exit bus Transportation details to include bus stop guidelines will be provided to parents prior to the start of hybrid model. Students will be required to wear face coverings staring on the school bus. Students will ride in cohorts of 28 Students will be seated 6 ft. from driver- Seats are marked for proper distancing as a visual aid to assist students while loading Maintain attendance logs for contact tracing Buses will be sanitized twice daily upon return to bus lot. Driver will conduct targeted cleanings between routes, with a focus on frequently touched surfaces such as, seat backs, seat tops and handrails. If unattended by an adult at the bus stop or while in route to school a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. ○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. If arriving at school, notify staff to begin isolation measures. If transporting for dismissal and the student displays an onset of symptoms, notify the school immediately.

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. ☒ Clean and disinfect playground equipment at least daily or between use as much as possible 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.	• Frequently touched surfaces will be wiped down throughout the day. Custodians will wipe down common areas, office staff will wipe office, and classroom teachers will wipe within the classroom. • Playground equipment will be disinfected between cohorts. • Disinfectants will be properly labeled and stored away from students. • When available windows and outdoor vents will be opened to offer fresh air. • Areas designated for hybrid use will be disinfected daily. • Clean and Sanitize: Cleaning and disinfecting will be maintained for all areas of the school. Disinfecting of frequently touched surfaces will be performed by custodians throughout the day and the school will be disinfected using an electrostatic fogger at night.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Schools with HVAC systems should 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 should, to the extent possible, increase natural ventilation by opening windows and doors before students arrive and after students leave, and while students are present. ☒ 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 should 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 should 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).	• Playground equipment: According to their daily schedule, custodians will disinfect play structures by wiping between cohorts. • Disinfectant being used in fogger is Bioesque Botanical Disinfectant Solution: ○ EPA List N Registered Broad-Spectrum Disinfectant ○ Kills 99.9% of Bacteria, Viruses, Fungi & Molds ○ No Personal Protective Equipment (PPE) Needed ○ Botanically Derived Active Ingredient • School HVAC systems are being maintained to ensure efficient performance and air exchange rate. Where equipment can maintain required balancing, the MERV rating of the filtration will be increased. • PM Custodians: According to checklist will clean assigned areas. Classrooms and offices are disinfected using electrostatic fogger. • School HVAC systems are being evaluated to upgrade their performance and increase the air exchange rate and the MERV filtration rating where appropriate.

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ OAR 581-022-2220 Health Services, requires districts to "maintain a prevention-oriented health services program for all students" including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. ☒ Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	Identified isolation spaces will be designated prior to the start of hybrid model. When used as isolation, signs will identify use. Area will be disinfected after use. Woodland staff and administration will continue to work directly with health care professionals to determine health service priorities Designated Isolation Area: I don't believe we have an adequate quarantine area for symptomatic students or adults. Our health room is too close to the office, and cannot accommodate two people who are 6' apart. Our Conference room, while located near the health office has poor ventilation and no access to a sink for handwashing. We have an open classroom in the lower hall, Room #109, and it's located almost halfway down our lower hall, increasing the risk of cross contact between the quarantined person(s) and others. A fourth option may be to use the current FLS room, #117. Ventilation there is poor too, and it doesn't have windows, but it has an exterior door that could be propped open to improve airflow and it's adjacent to restrooms. Using the FLS room would mean that we would have to move FLS to the open classroom in 109, and then FLS wouldn't have access to a bathroom in the class, but they could potentially use the staff restroom near the elevator. .

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: - Contact tracing - The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the	Not applicable

OHA/ODE Requirements	Hybrid/Onsite Plan
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.	

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. - At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. - Fire drills must be conducted monthly. - Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. - Safety 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 should 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 should 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.	• In hybrid model, each cohort of students will receive instruction on emergency procedures (fires, earthquakes, and safety threats) each month, engage in monthly fire drills, engage in at least two earthquake and safety threat drills throughout the year. • Evacuation maps will take into consideration physical distancing when able. • In the case that physical distancing is not manageable the drill will be completed in less than 15 minutes. • All staff will be trained on safety drills prior to the first day of hybrid model. • Students will wash hands or use sanitizer after a drill.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills. ☒ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. ☒ Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year. ☒ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors. ☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. ☒ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues. ☒ Plan for the impact of behavior mitigation strategies on public health and safety requirements: • Student elopes from area ○ If staff need to intervene for student safety, staff should: ● Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in behavior that requires them to be isolated from peers and results in a room clear. ○ If students leave the classroom: ● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff ● Ensure physical distancing and separation occur, to the maximum extent possible. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior). ○ If staff need to intervene for student safety, staff should:	• Students showing lagging skills will be offered support, instruction, and skill-building training to include collaborative problem solving, where appropriate. Teachers and other support staff will be trained to offer this support to students. Teachers and support staff will work together to determine the best time and location to offer student support to consider students safety and learning environment. • Teachers will plan proactive measures to reduce known triggers. • Teachers will adjust and ask for support as needed as unexpected triggers of behaviors occur. • Self-regulation skills will be taught in each classroom. Students needing additional support may be offered small group or 1:1 instruction and support in these skills. • Staff will receive training to support de-escalation, lagging skill instruction, and alternatives to restraint and seclusion. • Staff will receive Trauma informed care trainings and support, and reminders in their own self-regulation and resilience. • Create a resource bank for staff • Support team will create a written plan prior to hybrid to address the follow situations with safety and support in mind: ○ Student eloping from area ○ Staff intervention for struggling student ○ Unexpected interaction with another cohort ○ Room clear ○ Physical aggression student to student ○ Physical aggression student to adult • This plan will include proactive and responsive efforts and include disinfecting areas/equipment and communication plan following any of the above events.

OHA/ODE Requirements	Hybrid/Onsite Plan
● Maintain student dignity throughout and following the incident. ● Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. ☒ Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space. **Protective Physical Intervention** ☒ Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the ***Ready Schools, Safe Learners*** guidance: Cleaning, Disinfection, and Ventilation).	

3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☒ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	• Woodland staff will be familiar with "Planning for COIVD-19 scenarios in School." • District Operations has provided the toolkit to all building and district administrators. Woodland School will provide training to staff on COVID-19 prevention and will review the toolkit prior to the commencement of hybrid/in person learning. • Coordinate with LPHA: District Operations has established communication and reporting protocols for all students and staff with MESD Nursing Services and Multnomah Department of Public Health • Woodland administrative staff will be well versed in applying the practices in "Planning for COIVD-19 scenarios in School." • Reynolds School District will coordinate with Local Public Health Authority to establish communication channels related to current transmission level.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☒ Ensure continuous services and implement Comprehensive Distance Learning. ☒ Continue to provide meals for students.	• Woodland staff will be familiar with "Planning for COIVD-19 scenarios in School." • Woodland School will provide training to staff on COVID-19 prevention and will review the toolkit prior to the commencement of hybrid/in person learning. • Continue Meals: Nutrition Services has worked directly with each school to develop a plan specific to the needs of that school • Woodland administrative staff will be well versed in applying the practices in "Planning for COIVD-19 scenarios in School."

OHA/ODE Requirements	Hybrid/Onsite Plan
	• In response to an outbreak, all Woodland students will be offered Comprehensive Distance Learning. • Reynolds School District will be offered meal services during any closures due to COVID-19 impact.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit. ☒ Clean, sanitize, and disinfect surfaces (e.g., playground equipment, 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.	• Woodland staff will be familiar with "Planning for COIVD-19 scenarios in School." • Woodland administrative staff will be well versed in applying the practices in "Planning for COIVD-19 scenarios in School." • Woodland will clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. • Woodland administration and planning committee will consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools from any transitions for CDL to hybrid.

ASSURANCES

This section must be completed by any public school that is providing instruction through On-Site or Hybrid Instructional Models.
Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section unless the school is implementing the* Limited In-Person Instruction *provision under the Comprehensive Distance Learning guidance.
This section does not apply to private schools.

☒ We affirm that, in addition to meeting the requirements as outlined above, our school plan has met the collective requirements from ODE/OHA guidance related to the 2020-21 school year, including but not limited to requirements from:

- Sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance,
- The ***Comprehensive Distance Learning*** guidance,
- The ***Ensuring Equity and Access: Aligning Federal and State Requirements*** guidance, and
- ***Planning for COVID-19 Scenarios in Schools***

☒ We affirm that we cannot meet all of the collective requirements from ODE/OHA guidance related to the 2020-21 school year from:

- Sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance,
- The ***Comprehensive Distance Learning*** guidance,
- The ***Ensuring Equity and Access: Aligning Federal and State Requirements*** guidance, and
- ***Planning for COVID-19 Scenarios in Schools***

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

4. Equity

5. Instruction

6. Family, Community, Engagement

7. Mental, Social, and Emotional Health

8. Staffing and Personnel

Assurance Compliance and Timeline

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

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

Reynolds School District

EACH AND EVERY CHILD PREPARED FOR A WORLD YET TO BE IMAGINED

To:	Board of Directors
From:	Dr. Danna Diaz, Superintendent of Schools
Prepared by:	Kaylie Jeffries, Executive Assistant to the Superintendent
Subject:	**Board Announcements**
Policy:	Board Meetings - BD/BDA, Conduct of Board Meetings - BDDF
Date:	October 28, 2020

Action ☐
Report ☒

Connection to Board Goals

☐ Student Achievement ☐ Equity ☐ Fiscal Responsibility ☒ Communications

School Board Core Belief/Commitment #4: We believe that the heart of a high-performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

Summary:

A. Individual Board Members – Announcements and Reports
B. Budget Committee Vacancies
    a. Position 10 – term expiring June 30, 2023
    b. Position 12 – term expiring June 30, 2021
    c. Position 14 – term expiring June 30, 2022

    *Policy DBEA outlines that the budget committee consists of seven members appointed by the board plus the elected board members. To be eligible for appointment, the appointive member must:
        i. Live and be registered to vote in the district
        ii. Not be an officer, agent or employee of the district.
C. Upcoming Board Meetings
    a. Business Meeting on November 18

Reynolds School District

EACH AND EVERY CHILD PREPARED FOR A WORLD YET TO BE IMAGINED

To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

Subject: **Superintendent's Reports**

Policy: Board Meetings - BD/BDA, Conduct of Board Meetings - BDDF

Date: November 18, 2020

Action	☐
Report	☒

Connection to Board Goals

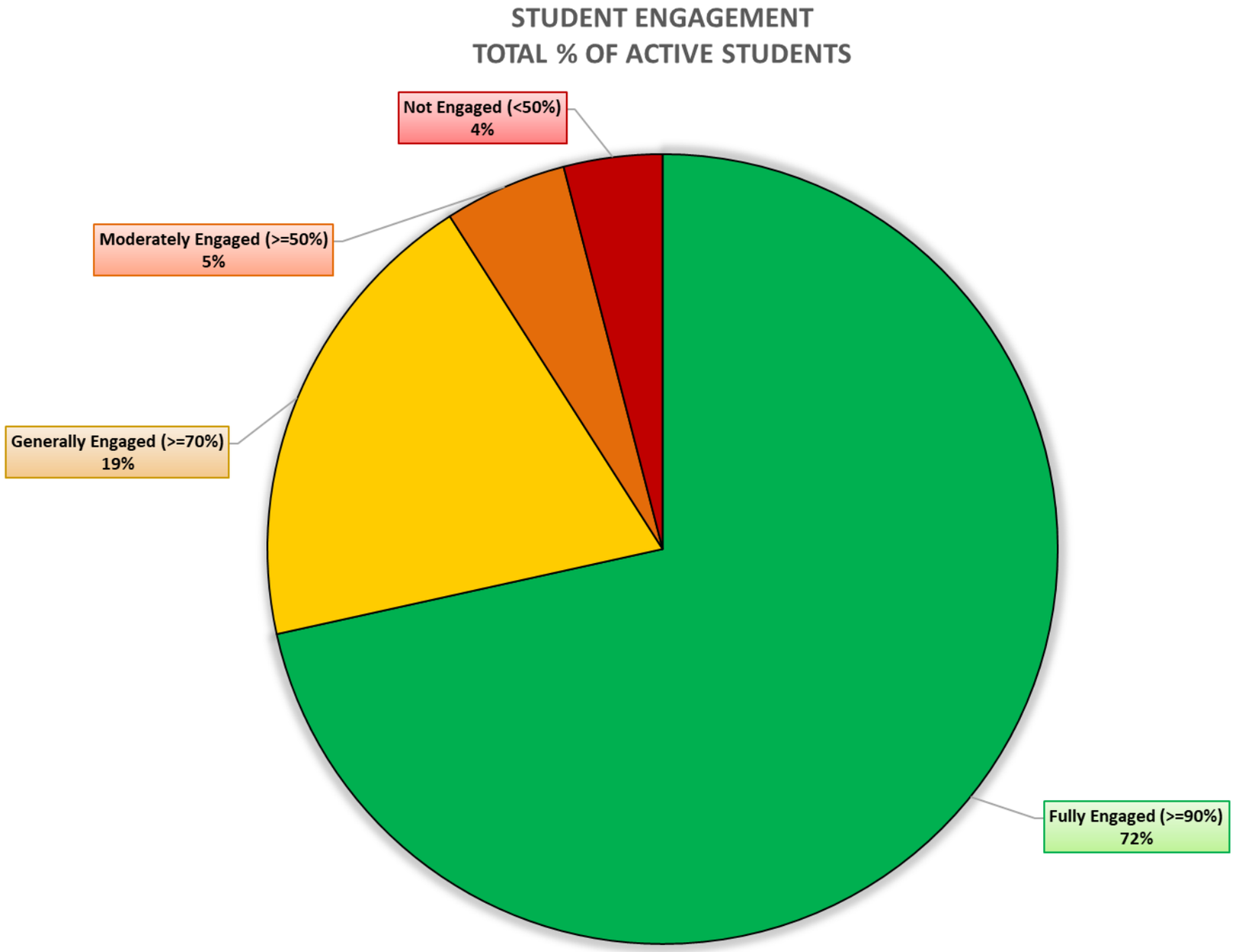
☒ Student Achievement ☒ Equity ☒ Fiscal Responsibility ☒ Communications

School Board Core Belief/Commitment #4: We believe that the heart of a high-performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

Summary:

Superintendent Diaz will provide announcements and reports to the board:

A. Announcements / Reports
B. Student Achivement
    a. CDL Update
C. Equity
    a. Oregon Center for Educational Equity
    b. White Fragility Book Study and Seminar with Robin D'Angelo
    c. University of Washington Equity Leadership Work
D. Communications
E. Fiscal Responsibility
    a. Financial Report
    b. Enrollment Report



Engagement Key

Percentages for Active Students Over 4 Weeks

Fully Engaged

- 90% or More Days Present

Generally Engaged

- 70% - 89% Days Present

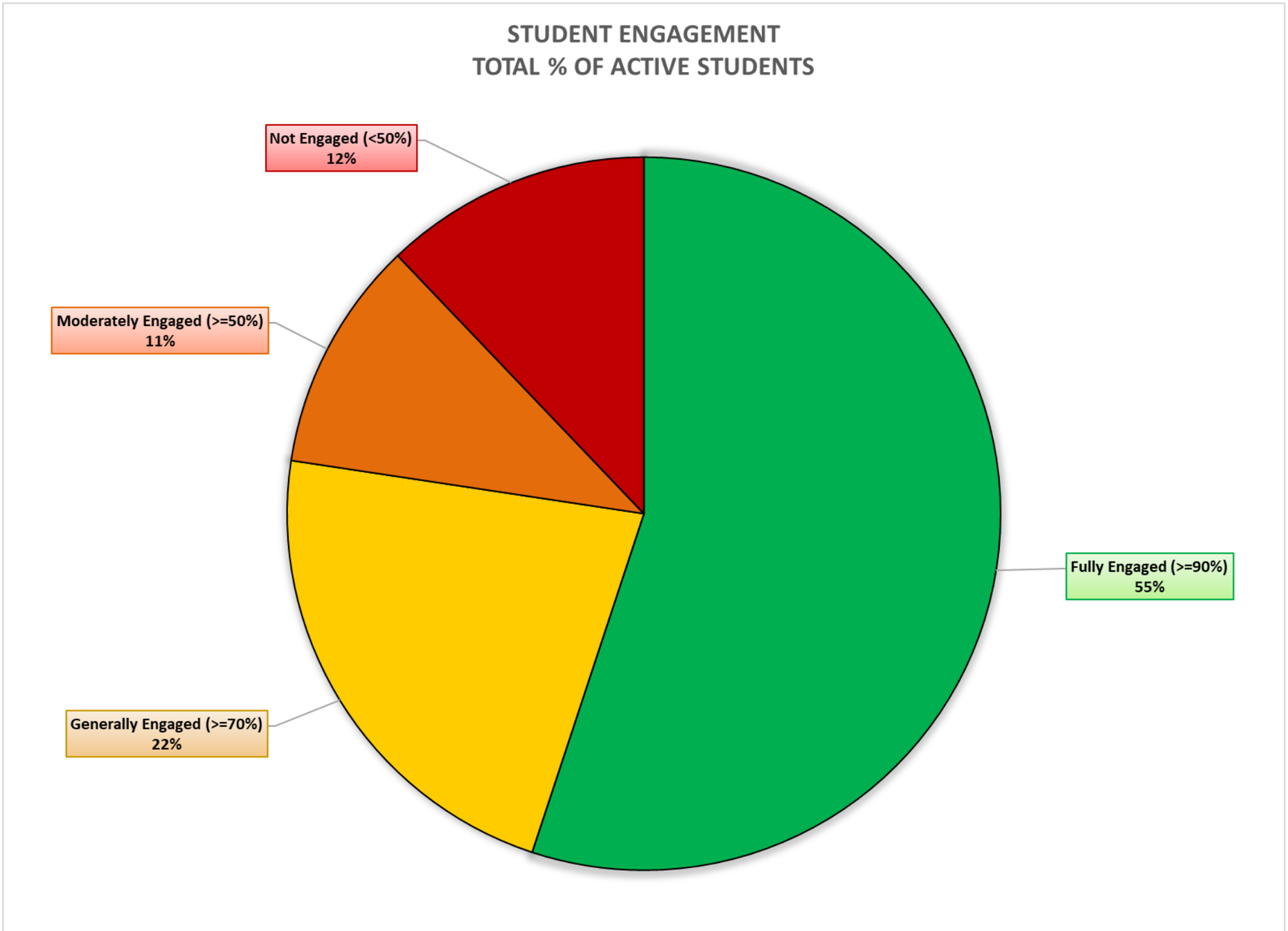
Moderately Engaged

- 50% - 69% Days Present

Not Engaged

- 49% or Less Days Present

544



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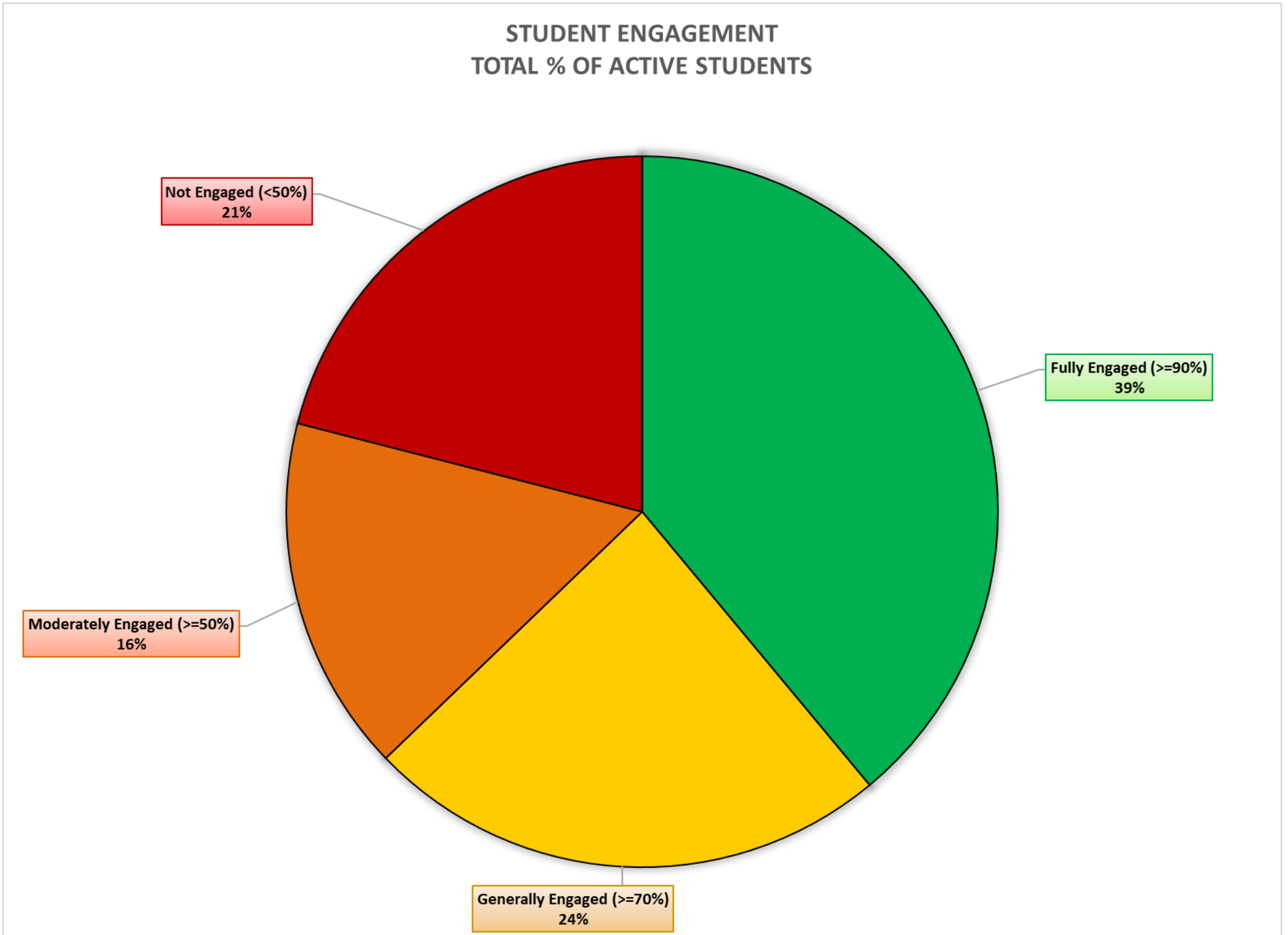


Engagement Key

Percentages for Active Students Over 4 Weeks

Fully Engaged

- 90% or More Days Present

Generally Engaged

- 70% - 89% Days Present

546

Moderately Engaged

- 50% - 69% Days Present

Not Engaged

- 49% or Less Days Present

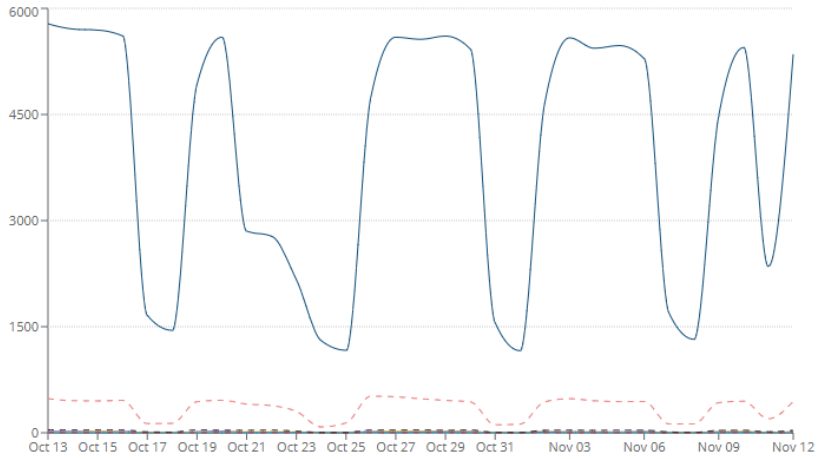
Oct 13, 2020 to Nov 12, 2020

ACTIVE USERS BY ROLE

Tracks when a unique user has at least one active session within a specified date range

Active Users | Sessions

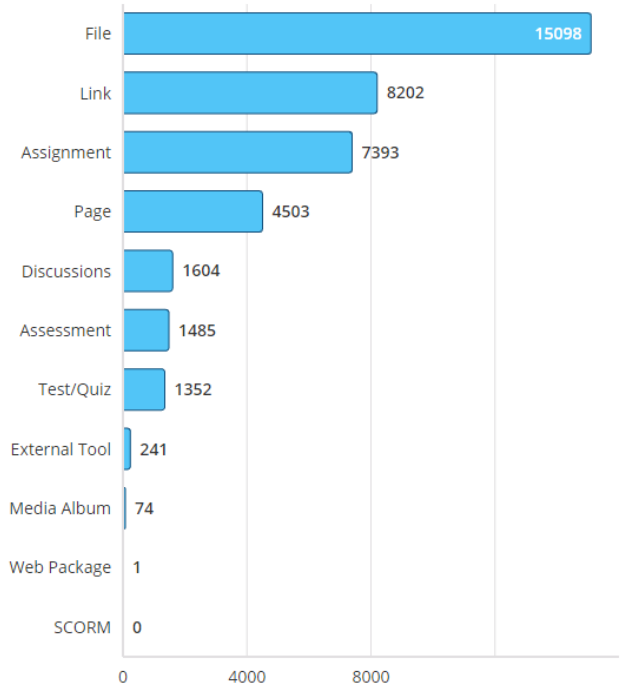
ROLE TYPE	DATE RANGE TOTAL
Classified/Classroom Assistant/Student Support	34
Conference Guest	0
Conference Presenter	0
District Admin and Principal	31
District-Wide Access	0
Parent	22
Student	7,367
System Admin	8
Teacher	746
Teacher Leader	59
Total Active Users	**8,267**



COURSE MATERIALS CREATED

39953

Total course materials created



COURSE MATERIALS BREAKDOWN

MATERIAL TYPE	SUBMISSIONS ↑	VIEWS
Assignment	65754	550873
Assessment	36304	247617
Test/Quiz	27410	258646
Discussions	23143	83540
File	—	207302
Link	—	177742
External Tool	—	23110
Page	—	114198
Media Album	—	8000
SCORM	—	—
Web Package	—	—
Totals	**152611**	**1671028**

Fiscal Year 2020-21

October 2020 Board Report - Estimated Annual

GENERAL FUND

	Working Budget	10/31/2020 MTD	Fiscal Year Projected*	Budget Versus FY Projected
RESOURCES				**(Under) / Over**
Beginning Balance	14,230,218	-	16,075,308	1,845,090
Local Sources	29,887,141	192,757	29,207,300	(679,841)
Intermediate Sources	1,001,800	-	1,001,800	-
State Sources	104,883,164	8,523,454	101,747,491	(3,135,673)
Federal Sources	65,000	3,162	94,930	29,930
				-
Total Resources	**150,067,323**	**8,719,373**	**148,126,829**	**(1,940,494)**
REQUIREMENTS				**Under / (Over)**
Instruction	83,220,180	5,987,339	82,042,956	1,177,224
Support Services	56,216,054	4,972,180	55,420,827	795,227
Community Services	170,610	12,880	170,610	-
Other Uses	3,869,368	-	3,869,368	-
Contingency	1,620,145	-	-	1,620,145
Unappropriated End Balance	4,970,966	-	-	4,970,966
				-
Total Expenditures	**150,067,323**	**10,972,399**	**141,503,761**	**8,563,562**
PERIOD NET ACTIVITY		**(2,253,027)**		
PROJECTED ENDING FUND BALANCE			**6,623,068**	
(Total Resources minus Requirements)				
		-		
PROJ ACTUAL SPEND DOWN/ (ADD BACK) IN CASH RESERVE			**9,452,240**	

Notes :

1) *Beginning Balance is a pre-audit estimate.*
2) *Revenues estimate is based on ODE projection as of 6/26/2020*
   Based on $9.0 Billion Legislative Approved Budget with 49/51 split, and
   Total ADMw incl Charters: 14,497.54
2) *Expenditures estimate is based on actuals to date and projected summer payroll and project costs.*
3) *The projection is an estimate which can and may vary up to 10%.*

Multnomah County School District #7

FINANCIAL STATEMENT - General Fund By Function For the Period 10/01/2020 through 10/31/2020

Fiscal Year: 2020-2021

☐ Include Pre Encumbrance

	Budget	Range To Date	Year To Date	Balance	Encumbrance	Budget Balance	
INCOME							
Revenues							
Beginning Fund Balance (+)	$14,230,218.00	$0.00	$0.00	$14,230,218.00	$0.00	$14,230,218.00	100.0%
Local Sources (+)	$29,887,141.00	$192,756.66	$361,133.43	$29,526,007.57	$0.00	$29,526,007.57	98.8%
Intermediate (+)	$1,001,800.00	$0.00	$0.00	$1,001,800.00	$0.00	$1,001,800.00	100.0%
State (+)	$104,883,164.00	$8,523,454.00	$42,627,503.00	$62,255,661.00	$0.00	$62,255,661.00	59.4%
Federal (+)	$65,000.00	$3,161.90	$44,227.79	$20,772.21	$0.00	$20,772.21	32.0%
Sub-total : Revenues	$150,067,323.00	$8,719,372.56	$43,032,864.22	$107,034,458.78	$0.00	$107,034,458.78	71.3%
Total : INCOME	$150,067,323.00	$8,719,372.56	$43,032,864.22	$107,034,458.78	$0.00	$107,034,458.78	71.3%
EXPENSES							
Expenditures							
Instruction (-)	$83,220,180.00	$5,987,339.09	$15,004,008.88	$68,216,171.12	$57,461,058.05	$10,755,113.07	12.9%
Support Services (-)	$56,216,054.00	$4,972,180.45	$12,653,038.36	$43,563,015.64	$26,056,542.98	$17,506,472.66	31.1%
Enterprise & Community (-)	$170,610.00	$12,879.75	$25,654.64	$144,955.36	$122,947.82	$22,007.54	12.9%
Other Uses Transfers (-)	$3,869,368.00	$0.00	$3,675,913.00	$193,455.00	$0.00	$193,455.00	5.0%
Operating Contingency (-)	$1,620,145.00	$0.00	$0.00	$1,620,145.00	$0.00	$1,620,145.00	100.0%
Unappropriated Ending Fund Balance (-)	$4,970,966.00	$0.00	$0.00	$4,970,966.00	$0.00	$4,970,966.00	100.0%
Sub-total : Expenditures	($150,067,323.00)	($10,972,399.29)	($31,358,614.88)	($118,708,708.12)	($83,640,548.85)	($35,068,159.27)	23.4%
Total : EXPENSES	($150,067,323.00)	($10,972,399.29)	($31,358,614.88)	($118,708,708.12)	($83,640,548.85)	($35,068,159.27)	23.4%
NET ADDITION/(DEFICIT)	$0.00	($2,253,026.73)	$11,674,249.34	($11,674,249.34)	($83,640,548.85)	$71,966,299.51	0.0%

End of Report

Multnomah County School District #7

FINANCIAL STATEMENT - General Fund by Object For the Period 10/01/2020 through 10/31/2020

Fiscal Year: 2020-2021

☐ Include Pre Encumbrance

	Budget	Range To Date	Year To Date	Balance	Encumbrance	Budget Balance	
INCOME							
Revenues							
Beginning Fund Balance (+)	$14,230,218.00	$0.00	$0.00	$14,230,218.00	$0.00	$14,230,218.00	100.0%
Local Sources (+)	$29,887,141.00	$192,756.66	$361,133.43	$29,526,007.57	$0.00	$29,526,007.57	98.8%
Intermediate (+)	$1,001,800.00	$0.00	$0.00	$1,001,800.00	$0.00	$1,001,800.00	100.0%
State (+)	$104,883,164.00	$8,523,454.00	$42,627,503.00	$62,255,661.00	$0.00	$62,255,661.00	59.4%
Federal (+)	$65,000.00	$3,161.90	$44,227.79	$20,772.21	$0.00	$20,772.21	32.0%
Sub-total : Revenues	$150,067,323.00	$8,719,372.56	$43,032,864.22	$107,034,458.78	$0.00	$107,034,458.78	71.3%
Total : INCOME	$150,067,323.00	$8,719,372.56	$43,032,864.22	$107,034,458.78	$0.00	$107,034,458.78	71.3%
EXPENSES							
Expenditures							
Salaries (-)	$65,530,959.00	$4,906,456.27	$12,330,929.06	$53,200,029.94	$47,475,145.66	$5,724,884.28	8.7%
Benefits (-)	$39,601,902.30	$2,703,325.45	$6,937,046.56	$32,664,855.74	$27,589,770.86	$5,075,084.88	12.8%
Purchased Services (-)	$25,452,966.50	$1,481,195.01	$5,244,939.64	$20,208,026.86	$9,963,892.17	$10,244,134.69	40.2%
Supplies and Materials (-)	$5,214,729.20	$336,682.44	$1,157,829.22	$4,056,899.98	$1,103,729.31	$2,953,170.67	56.6%
Capital Outlay (-)	$2,452,177.00	$807,183.93	$906,240.46	$1,545,936.54	$375,199.90	$1,170,736.64	47.7%
Other Objects (-)	$1,687,565.00	$737,556.19	$1,305,716.94	$381,848.06	$58,065.45	$323,782.61	19.2%
Transfers (-)	$3,535,913.00	$0.00	$3,475,913.00	$60,000.00	$0.00	$60,000.00	1.7%
Contingencies (-)	$1,620,145.00	$0.00	$0.00	$1,620,145.00	$0.00	$1,620,145.00	100.0%
Unappropriated Ending Fund Balance (-)	$4,970,966.00	$0.00	$0.00	$4,970,966.00	$0.00	$4,970,966.00	100.0%
Sub-total : Expenditures	($150,067,323.00)	($10,972,399.29)	($31,358,614.88)	($118,708,708.12)	($86,565,803.35)	($32,142,904.77)	21.4%
Total : EXPENSES	($150,067,323.00)	($10,972,399.29)	($31,358,614.88)	($118,708,708.12)	($86,565,803.35)	($32,142,904.77)	21.4%
NET ADDITION/(DEFICIT)	$0.00	($2,253,026.73)	$11,674,249.34	($11,674,249.34)	($86,565,803.35)	$74,891,554.01	0.0%

End of Report

Fiscal Year 2020-21

October 2020 Board Report - Estimated Annual

October 2019 and 2020 Respectively

GENERAL FUND

	FY 2019-20				FY 2020-21			
	Revised Budget	10/31/2019 MTD	Fiscal Year Projected	Monthly %	Working Budget	10/31/2020 MTD	Fiscal Year Projected	Monthly %
RESOURCES								
Beginning Balance	15,090,000	-	17,000,000	0.0%	14,230,218	-	16,075,308	0.0%
Local Sources	28,436,712	105,841	28,436,712	0.4%	29,887,141	192,757	29,207,300	0.6%
Intermediate Sources	1,896,800	-	1,898,702	0.0%	1,001,800	-	1,001,800	0.0%
State Sources	101,604,369	8,146,663	100,079,408	8.0%	104,883,164	8,523,454	101,747,491	8.1%
Federal Sources	65,000	3,090	70,133	4.8%	65,000	3,162	94,930	4.9%
Other Financing Source	-	-	-		-	-	-	
Total Resources	**147,092,881**	**8,255,594**	**147,484,955**	**5.6%**	**150,067,323**	**8,719,373**	**148,126,829**	**5.8%**
REQUIREMENTS								
Instruction	83,425,777	6,450,429	82,512,361	7.7%	83,220,180	5,987,339	82,042,956	7.2%
Support Services	55,212,249	4,071,051	54,607,739	7.4%	56,216,054	4,972,180	55,420,827	8.8%
Community Services	163,029	12,701	163,029	7.8%	170,610	12,880	170,610	7.5%
Other Uses	1,700,715	-	1,700,715	0.0%	3,869,368	-	3,869,368	0.0%
Contingency	1,620,145	-	-	0.0%	1,620,145	-	-	0.0%
Unappropriated End Balance	4,970,966	-	-	0.0%	4,970,966	-	-	0.0%
Total Expenditures	**147,092,881**	**10,534,181**	**138,983,844**	**7.2%**	**150,067,323**	**10,972,399**	**141,503,761**	**7.3%**
PERIOD NET ACTIVITY		(2,278,587)				(2,253,027)		
PROJECTED ENDING FUND BALANCE			8,501,111				6,623,068	
AVAILABLE PROJECTED ENDING FUND BALANCE			**8,501,111**				**6,623,068**	
PROJ. ACTUAL SPEND DOWN/(ADD BACK) IN CASH RESERVE			**8,498,889**				**9,452,240**	

Beginning Fund Balance - Projected Ending Fund Balance = Proj. Actual Spend Down/(Add Back)

Fiscal Year 2020-21

Board Report by Major Object

Two Year Comparison as of Month Ending October 2019 and 2020 Respectively

GENERAL FUND

	2019-20 EST YTD July - October	2020-21 EST YTD July - October	Compare to Prior Year July - October	Change %
REVENUES			*+ / (-)*	*+ / (-)*
Local Sources	555,445	361,133	(194,312)	-35.0%
Intermediate Sources	1,902	-	(1,902)	0.0%
State Sources	41,500,684	42,627,503	1,126,819	2.7%
Federal Sources	19,431	44,228	24,797	127.6%
Debt Financing Source	-	-	-	0.0%
Total Revenues	**42,077,463**	**43,032,864**	**955,402**	2.3%
EXPENDITURES			*+ / (-)*	*+ / (-)*
Salaries	12,419,801	12,330,929	(88,872)	-0.7%
Benefits/Employer Costs	7,106,677	6,937,047	(169,630)	-2.4%
Purchased Services	5,652,155	5,244,940	(407,215)	-7.2%
Supplies and Materials	1,730,177	1,157,829	(572,348)	-33.1%
Capital Outlay	278,912	906,240	627,328	0.0%
Other Objects (Debts, Dues & Fees)	1,257,297	1,305,717	48,420	3.9%
Transfers	1,355,000	3,475,913	2,120,913	0.0%
Total Expenditures	**29,800,018**	**31,358,615**	**1,558,596**	5.2%
PERIOD NET ACTIVITY	**12,277,444**	**11,674,249**	**(603,195)**	-4.9%

REYNOLDS SCHOOL DISTRICT
Fiscal Year 2020-21
GENERAL FUND
Monthly Projections - As of October 31, 2020

	Budget 2020-21	TOTAL Projected FY 2020-21	Projected FY 2020-21 Difference	* Actuals July-Aug 2020	November 2020	December 2020	January 2021	February 2021	March 2021	April 2021	May 2021	June 2021	TOTAL Projected FY 2020-21
REVENUES			(Under) / Over										
Local (Taxes, Misc)	29,887,141	29,207,300	(679,841)	361,133	23,343,365	2,944,954	327,789	315,429	475,282	222,290	340,588	876,470	29,207,300
Intermediate	1,001,800	1,001,800	-	-	-	142,637	-	-	713,821	141,438	1,164	2,741	1,001,800
State	104,883,164	101,747,491	(3,135,673)	42,627,503	8,246,663	8,246,663	9,047,679	8,246,663	8,246,663	8,246,663	8,246,663	592,331	101,747,491
Federal	65,000	94,930	29,930	44,228	6,338	6,338	6,338	6,338	6,338	6,338	6,338	6,338	94,930
Total Revenues	**135,837,105**	**132,051,521**	**(3,785,584)**	43,032,864	31,596,365	11,340,591	9,381,805	8,568,430	9,442,104	8,616,728	8,594,753	1,477,880	**132,051,521**
			-										
EXPENDITURES			Under / (Over)										
Salaries	65,530,959	64,686,119	844,840	12,330,929	5,553,590	5,653,461	5,602,552	5,627,026	5,598,147	5,393,689	5,561,202	13,365,523	64,686,119
Associated Payroll Costs	39,601,902	39,223,676	378,227	6,937,047	3,506,613	3,505,683	3,567,383	3,495,839	3,514,152	3,499,410	3,515,229	7,682,320	39,223,676
Purchased Services	25,452,967	25,077,340	375,626	5,244,940	1,856,873	2,004,910	2,623,970	1,869,687	2,549,552	2,635,020	2,145,536	4,146,854	25,077,340
Supplies and Materials	5,214,029	4,840,970	373,059	1,157,829	436,154	325,434	481,415	214,284	816,888	415,326	294,268	699,373	4,840,970
Capital Outlay	2,452,177	2,452,177	-	906,240	111,118	152,813	164,761	275,337	184,656	145,660	226,451	285,140	2,452,177
Other (Debts, Dues &Fees)	1,687,565	1,687,565	-	1,305,717	45,264	45,264	45,264	45,264	45,264	45,264	45,264	65,000	1,687,565
Transfers	3,535,913	3,535,913	-	3,475,913	-	-	-	-	-	60,000	-	-	3,535,913
Total Expenditures	**143,475,512**	**141,503,761**	**1,971,752**	**31,358,615**	**11,509,611**	**11,687,565**	**12,485,344**	**11,527,437**	**12,708,661**	**12,194,369**	**11,787,949**	**26,244,210**	**141,503,761**
			Under / (Over)										
SURPLUS / (DEFICIT)	**(7,638,407)**	**(9,452,240)**	**(1,813,832)**										
(Revenues minus Expenditures)													
			(Under) / Over										
Beg. Fund Balance	**14,230,218**	**16,075,308**	**1,845,090**										
			-										
End Fund Balance	**6,591,111**	**6,623,068**	**31,258**										
(Sum of Surplus/Deficit and Beg. Fund Balance)													

Assumptions: FY 2020-21

Revenues:	ODE estimates as of 6/26/2020 - Based on $9.0 Billion Legislative Approved Budget with 49/51 split, total ADMw: 14,497.54 2020-21 Estimate (including Charters)
Expenditures:	Estimate is a preliminary amount pending September updates.
Beginning Fund Balance :	Pre-audit estimate based on updated 2020-21 estimated beginning fund balance.

*Source of Actual figures - iVisions financial accounting system

The projection is an estimate which can and may vary up to 10%

Fiscal Year 2020-21

2015 Capital Bond Projects
October 2020 Board Report - Estimated Annual

BOND CAPITAL PROJECTS FUND

	Working Budget	10/31/2020 MTD	Fiscal YTD	Fiscal Year Projected	Budget Versus FY Projected
RESOURCES					**(Under) / Over**
Beginning Balance	2,892,700	-	-	2,009,664	(883,036)
Bond Sale Proceeds	-	-	-	0	-
Local Sources ***(Incl. Interest Earnings)***	2,500	-	-	0	(2,500.00)
					-
Total Resources	**2,895,200**	**-**	**-**	**2,009,664**	(885,536)
REQUIREMENTS					**Under / (Over)**
Salaries	-	-	-	-	-
Employer Costs/Benefits	-	-	-	-	-
Purchased Services	442,200	42,095	44,057	442,200	-
Supplies and Materials	52,500	-	-	52,500	-
Capital Outlay	2,400,500	407,958	546,931	1,514,964	885,536
Other Objects	-	5,000	5,000	-	-
Contingencies	-	-	-	-	-
Total Expenditures	**2,895,200**	**455,053**	**595,988**	**2,009,664**	**885,536**
PERIOD NET ACTIVITY		**(455,053)**	**(595,988)**		
PROJECTED ENDING FUND BALANCE-ROLL TO 2020-21				**-**	
(Total Resources minus Requirements)					

Notes :
1) *Beginning Balance is a pre-audit estimate based on budgeted Beginning Balance.*
2) *The projections are estimates which can and may vary up to 10%.*

Multnomah County School District #7

2015 Bond Capital Fund Report by Function For the Period 10/01/2020 through 10/31/2020

Fiscal Year: 2020-2021

	10/01/2020 - 10/31/2020	Year To Date	Budget	Budget Balance	
INCOME					
Revenues					
Beginning Fund Balance (+)	$0.00	$0.00	$2,892,700.00	$2,892,700.00	0.0%
Local Sources (+)	$0.00	$0.00	$2,500.00	$2,500.00	0.0%
Sub-total : Revenues	$0.00	$0.00	$2,895,200.00	$2,895,200.00	0.0%
Total : INCOME	$0.00	$0.00	$2,895,200.00	$2,895,200.00	0.0%
EXPENSES					
Expenditures					
Facilities Acquisition & Contstruction (-)	$455,053.03	$595,987.93	$2,895,200.00	$2,299,212.07	20.6%
Sub-total : Expenditures	($455,053.03)	($595,987.93)	($2,895,200.00)	($2,299,212.07)	20.6%
Total : EXPENSES	($455,053.03)	($595,987.93)	($2,895,200.00)	($2,299,212.07)	20.6%
NET ADDITION/(DEFICIT)	($455,053.03)	($595,987.93)	$0.00	$595,987.93	0.0%

End of Report

Multnomah County School District #7

2015 Bond Capital Fund Report by Object For the Period 10/01/2020 through 10/31/2020

Fiscal Year: 2020-2021

	10/01/2020 - 10/31/2020	Year To Date	Budget	Budget Balance	
INCOME					
Revenues					
Beginning Fund Balance (+)	$0.00	$0.00	$2,892,700.00	$2,892,700.00	0.0%
Local Sources (+)	$0.00	$0.00	$2,500.00	$2,500.00	0.0%
Sub-total : Revenues	$0.00	$0.00	$2,895,200.00	$2,895,200.00	0.0%
Total : INCOME	$0.00	$0.00	$2,895,200.00	$2,895,200.00	0.0%
EXPENSES					
Expenditures					
Purchased Services (-)	$42,094.72	$44,057.22	$442,200.00	$398,142.78	10.0%
Supplies and Materials (-)	$0.00	$0.00	$52,500.00	$52,500.00	0.0%
Capital Outlay (-)	$407,958.31	$546,930.71	$2,400,500.00	$1,853,569.29	22.8%
Other Objects (-)	$5,000.00	$5,000.00	$0.00	($5,000.00)	0.0%
Sub-total : Expenditures	($455,053.03)	($595,987.93)	($2,895,200.00)	($2,299,212.07)	20.6%
Total : EXPENSES	($455,053.03)	($595,987.93)	($2,895,200.00)	($2,299,212.07)	20.6%
NET ADDITION/(DEFICIT)	($455,053.03)	($595,987.93)	$0.00	$595,987.93	0.0%

End of Report

2020-2021 Enrollment by Grade Data Excluding Charters

Grade	6-Oct-2020	29-Oct-2020	Pd Chg	Change 10/6 to Current	Rept Date vs March 2020 3/2020 Data	Change
Kndgtn	568	597	29	29	757	-160
1st	697	716	19	19	726	-10
2nd	681	701	20	20	730	-29
3rd	699	707	8	8	736	-29
4th	708	722	14	14	795	-73
5th	768	791	23	23	801	-10
6th	804	780	(24)	(24)	818	-38
7th	849	821	(28)	(28)	725	96
8th	729	715	(14)	(14)	778	-63
9th	758	834	76	76	729	105
10th	701	741	40	40	659	82
11th	608	677	69	69	679	-2
12th	730	809	79	79	682	127
SPED SC	65	77	12	12	170	-93
Total	**9,365**	**9,688**	**323**	**323**	**Total**	**-97**

2019-2020 Enrollment by Grade Data Excluding Charters

Grade	3-Oct-2019	24-Oct-2019	Pd Chg	Change 10/3 to Current
Kndgtn	760	752	(8)	(8)
1st	729	736	7	7
2nd	736	732	(4)	(4)
3rd	751	750	(1)	(1)
4th	795	797	2	2
5th	798	804	6	6
6th	839	831	(8)	(8)
7th	746	753	7	7
8th	783	793	10	10
9th	748	797	49	49
10th	651	701	50	50
11th	717	767	50	50
12th	718	751	33	33
SPED SC	169	166	(3)	(3)
Total	**9,940**	**10,130**	**190**	**190**

Unit Change in Data 2020-2021 as Compared to 2019-2020 Exculding Charters

Grade	10/6/2020 vs 10/3/2020	10/24/19 vs 10/25/18
Kndgtn	(192)	(155)
1st	(32)	(20)
2nd	(55)	(31)
3rd	(52)	(43)
4th	(87)	(75)
5th	(30)	(13)
6th	(35)	(51)
7th	103	68
8th	(54)	(78)
9th	10	37
10th	50	40
11th	(109)	(90)
12th	12	58
SPED SC	(104)	(89)
Total	**(575)**	**(442)**

2020-2021 Enrollment by School Data Excluding Charters

School	6-Oct-2020	29-Oct-2020	PD Chg	Change 10/3 to Current	Rept Date vs March 2020 3/1/2020	Change
Alder	429	431	2	2	440	-9.00
Davis	397	421	24	24	427	-6.00
Fairview	287	293	6	6	321	-28.00
Glenfair	380	419	39	39	452	-33.00
Hartley	405	412	7	7	442	-30.00
M Scott	401	402	1	1	399	3.00
Salish Ponds	340	376	36	36	419	-43.00
Sweetbriar	301	301	-	-	345	-44.00
Troutdale	381	379	(2)	(2)	432	-53.00
Wilkes	431	430	(1)	(1)	495	-65.00
Woodland	378	376	(2)	(2)	445	-69.00
Lee MS	805	797	(8)	(8)	790	7.00
RMS	1002	961	(41)	(41)	951	10.00
WMMS	592	579	(13)	(13)	596	-17.00
RHS	2,573	2,765	192	192	2,411	354.00
RLA	153	217	64	64	211	6.00
Cornerstone/Tutoring/Outside Plc	110	129	19	19	209	-80.00
Total	**9,365**	**9,688**	**323**	**323**	**9,785**	**-97.00**

2019-2020 Enrollment by School Data Excluding Charters

School	3-Oct-2019	24-Oct-2019	PD Chg	Change 10/3 to Current
Alder	434	434	-	-
Davis	413	420	7	7
Fairview	327	327	-	-
Glenfair	463	469	6	6
Hartley	442	434	(8)	(8)
M Scott	401	401	-	-
Salish Ponds	427	427	-	-
Sweetbriar	341	337	(4)	(4)
Troutdale	430	432	2	2
Wilkes	507	507	-	-
Woodland	456	455	(1)	(1)
Lee MS	816	810	(6)	(6)
RMS	986	983	(3)	(3)
WMMS	594	599	5	5
RHS	2,562	2,700	138	138
RLA	180	195	15	15
Cornerstone/Tutoring	161	200	39	39
Total	**9,940**	**10,130**	**190**	**190**

Unit Change in Data 2020-2021 as Compared to 2019-2020 Excluding Charters

School	10/6/2020 vs 10/3/2019	10/24/19 vs 10/25/18
Alder	(5.00)	(3.00)
Davis	(16.00)	1.00
Fairview	(40.00)	(34.00)
Glenfair	(83.00)	(50.00)
Hartley	(37.00)	(22.00)
M Scott	0.00	1.00
Salish Ponds	(87.00)	(51.00)
Sweetbriar	(40.00)	(36.00)
Troutdale	(49.00)	(53.00)
Wilkes	(76.00)	(77.00)
Woodland	(78.00)	(79.00)
Lee MS	(11.00)	(13.00)
RMS	16.00	(22.00)
WMMS	(2.00)	(20.00)
RHS	11.00	65.00
RLA	(27.00)	22.00
Cornerstone/Tutoring/Outside Plc	(51.00)	(71.00)
Total	**(575)**	**(442)**

ACTUAL ATTENDANCE COUNT REPORT 2020-2021

Elementary Enrollment By Classroom
October 29, 2020

School		SPED SC	Kndgtn	x	1st Grade	x	2nd Grade	x	3rd Grade	x	4th Grade	x	5th Grade	Total	Added FTE	Added Grade	PROJECTIONS 2020-21 Projected		2019-2020 @ March 2020	
															FTE	Grade	Projected	Diff	2019-2020	YOY Chg
Alder			14		27		27		29		29		15				*Alder*			
Bilingual Classrooms			17		19		24		21		20		18							
			17		19		27		19		19		30							
													28							
Montessori Kinder			12																	
Total		**0**	**60**		**65**		**78**		**69**		**68**		**91**	**431**	**-**		**438**	**-7**	**440**	**-37**
# of Classes			**3**		**3**		**3**		**3**		**3**		**4**							
Average Class Size			**16.00**		**21.67**		**26.00**		**23.00**		**22.67**		**22.75**							
Davis		SPED SC	22		22		24		25		25		24				*Davis*			
			21		23		25		23		22		23							
			21		22		23		26		24		26							
Total		**0**	**64**		**67**		**72**		**74**		**71**		**73**	**421**	**-**		**429**	**-8**	**427**	**-21**
# of Classes			**3**		**3**		**3**		**3**		**3**		**3**							
Average Class Size			**21.33**		**22.33**		**24.00**		**24.67**		**23.67**		**24.33**							
Fairview		SPED SC	13		17		15		22		21		16				*Fairview*			
			14		16		15		23		22		17							
			14		14		16				22		16							
Total		**0**	**41**		**47**		**46**		**45**		**65**		**49**	**293**	**-**		**314**	**-21**	**321**	**-22**
# of Classes			**3**		**3**		**3**		**2**		**3**		**3**							
Average Class Size			**13.67**		**15.67**		**15.33**		**22.50**		**21.67**		**16.33**							
Glenfair		SPED SC	20		20		29		25		20		21				*Glenfair*			
			21		19		29		23		20		23							
			20		19		29		23		20		19							
					19															
Total		**0**	**61**		**77**		**87**		**71**		**60**		**63**	**419**	**-**		**458**	**-39**	**452**	**-23**
# of Classes			**3**		**4**		**3**		**3**		**3**		**3**							
Average Class Size			**20.33**		**19.25**		**29.00**		**23.67**		**20.00**		**21.00**							

ACTUAL ATTENDANCE COUNT REPORT 2020-2021

Elementary Enrollment By Classroom
October 29, 2020

School		SPED SC	Kndgtn	x	1st Grade	x	2nd Grade	x	3rd Grade	x	4th Grade	x	5th Grade	Total	Added FTE	Added FTE Grade	PROJECTIONS 2020-21 Projected Projected	PROJECTIONS 2020-21 Projected Diff	2019-2020 @ March 2020 2019-2020	2019-2020 @ March 2020 YOY Chg
Hartley		SPED SC	23		21		15		25		24		27				*Hartley*			
			21		20		16		25		23		28							
			22		20		15		21		24		27							
							15													
Total		**0**	**66**		**61**		**61**		**71**		**71**		**82**	**412**	**-**		**424**	**-12**	**442**	**-9**
# of Classes			**3**		**3**		**4**		**3**		**3**		**3**							
Average Class Size			**22.00**		**20.33**		**15.25**		**23.67**		**23.67**		**27.33**							
M Scott		SPED SC	19		21		28		23		32		24				*M Scott*			
			20		20		28		24		32		25							
			20		19				23				25							
					19															
Total		**0**	**59**		**79**		**56**		**70**		**64**		**74**	**402**	**-**		**408**	**-6**	**399**	**-5**
# of Classes			**3**		**4**		**2**		**3**		**2**		**3**							
Average Class Size			**19.67**		**19.75**		**28.00**		**23.33**		**32.00**		**24.67**							
Salish Ponds		SPED SC	17		17		20		21		21		23				*Salish Ponds*			
			18		17		21		20		21		23							
			18		17		19		22		21		23							
					17															
Total		**0**	**53**		**68**		**60**		**63**		**63**		**69**	**376**	**-**		**429**	**-53**	**424**	**-15**
# of Classes			**3**		**4**		**3**		**3**		**3**		**3**							
Average Class Size			**17.67**		**17.00**		**20.00**		**21.00**		**21.00**		**23.00**							
Sweetbriar		SPED SC	18		19		21		18		24		33				*Sweetbriar*			
			19		20		20		19		22		32							
					16		11	x	9											
Total		**0**	**37**		**55**		**52**		**46**		**46**		**65**	**301**	**-**		**340**	**-39**	**345**	**10**
# of Classes			**2**		**3**		**2.5**	x	**2.5**		**2**		**2**							
Average Class Size			**18.50**		**18.33**		**20.80**		**18.40**		**23.00**		**32.50**							

ACTUAL ATTENDANCE COUNT REPORT 2020-2021

Elementary Enrollment By Classroom
October 29, 2020

School		SPED SC	Kndgtn	x	1st Grade	x	2nd Grade	x	3rd Grade	x	4th Grade	x	5th Grade	Total	Added FTE	Added FTE Grade	PROJECTIONS 2020-21 Projected Projected	PROJECTIONS 2020-21 Projected Diff	2019-2020 @ March 2020 2019-2020	2019-2020 @ March 2020 YOY Chg
Troutdale		SPED SC	21		19		18		26		25		22				*Troutdale*			
			19		18		15		23		22		24							
			19		19		17		8	x	16		24							
											9	x	15							
Total		**0**	**59**		**56**		**50**		**57**		**72**		**85**	**379**	**-**		**427**	**-48**	**431**	**-10**
# of Classes			**3**		**3**		**3**		**2.5**		**3**		**3.5**							
Average Class Size			**19.67**		**18.67**		**16.67**		**22.80**		**24.00**		**24.29**							
Wilkes		SPED SC	17		19		19		20		25		22				*Wilkes*			
			17		18		17		20		25		24							
			16		18		16		20		25		22							
		9			20		18		20											
		3																		
Total		**12**	**50**		**75**		**70**		**80**		**75**		**68**	**430**	**-**		**483**	**-53**	**495**	**10**
# of Classes			**3**		**4**		**4**		**4**		**3**		**3**							
Average Class Size			**16.67**		**18.75**		**17.50**		**20.00**		**25.00**		**22.67**							
Woodland		SPED SC	15		22		24		19		20		21				*Woodland*			
		6	16		22		23		17		19		20							
		10	16		21		20		20		21		21							
		3																		
Total		**19**	**47**		**65**		**67**		**56**		**60**		**62**	**376**	**-**		**440**	**-64**	**445**	**-8**
# of Classes			**3**		**3**		**3**		**3**		**21**		**3**							
Average Class Size			**15.67**		**21.67**		**22.33**		**18.67**		**2.86**		**20.67**							
SPED Outside Placements/Tutoring			0		1		2		5		7		10	**25**			**26**	**-1**	**40**	**-14**
Grade Totals		**31**	**597**		**716**		**701**		**707**		**722**		**791**	**4,265**	**-**		**4,616**	**-351**	**4,661**	**(144)**
Total # of Classes			**32**		**37**		**33.5**		**32**		**49**		**33.5**							
Total Average Class Size			**18.28**		**19.35**		**20.93**		**22.09**		**14.73**		**23.61**							

ACTUAL ATTENDANCE COUNT REPORT 2020-2021

Elementary Enrollment By Classroom
October 29, 2020

School		SPED SC	Kndgtn	x	1st Grade	x	2nd Grade	x	3rd Grade	x	4th Grade	x	5th Grade	Total	Added FTE		PROJECTIONS 2020-21 Projected		2019-2020 @ March 2020	
															FTE	Grade	Projected	Diff	2019-2020	YOY Chg

ACTUAL ATTENDANCE COUNT REPORT 2020-2021

Secondary Enrollment By Grade Level (Actual Attendance Count)
October 29, 2020

School	SPED SC	6th grade	7th grade	x	8th grade	x	9th grade	x	10th grade	x	11th Grade	x	12th Grade	Total	Added FTE		PROJECTIONS Projected	Diff	@ March 2020 2019-2020	YOY Chg
SPED Outside Placements/Tutoring		11	5		9		11		5		5		22	68			0	68	130	36
HB Lee MS	14	266	285		232									797			780	17	790	65
Reynolds MS	23	302	347		289									961			996	-35	951	5
Walt Morey MS	9	201	184		185									579			608	-29	596	-3
RHS + Middle College							823		726		598		618	2765			2721	44	2411	54
Out of Dist Placement																	0	0	0	0
RLA							0		10		74		133	217			210	7	211	21
Cornerstone - SPED													30	30			30	0	29	0
Cornerstone 1- SPED													6	6			11	-5	10	-1
Total	46	780	821		715		834		741		677		809	5,423	-		5356	67	5,128	177
Total Reynolds:														9,688	-		9,972	(284)	9,789	33

Comprehensive School | Targeted School | New Classroom Pending

Charter School Data

	Kndgtn	1st Grade	x	2nd Grade	x	3rd Grade	x	4th Grade	x	5th Grade	x	6th-8th Grade	Total	Added FTE		Projected	Diff	2019-2020	YOY Chg
														FTE	Grade				
Arthur Academy	30	30		30		30		26		22			168			184	-16	179	-20
Rockwood Preparatory Academy	63	49		54		44		43		37			290			303	-13	293	-3
MLA	48	47		48		48		47		49		287	574			555	19	556	22
													1032	-		1042	-10	1028	-1
													10,720	-		11,014	-294	10,817	32

SPED SC: Special Education Department Self-Contained Classroom where students spend 100% of their day.

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Reynolds School District

EACH AND EVERY CHILD PREPARED FOR A WORLD YET TO BE IMAGINED

To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Kaylie Jeffries, Executive Assistant to the Superintendent

Subject: **Consent Agenda**

Policy: Board Meetings - BD/BDA, Conduct of Board Meetings - BDDF

Date: November 18, 2020

Action ☐
Report ☒

Connection to Board Goals

☒ Student Achievement ☒ Equity ☒ Fiscal Responsibility ☒ Communications

School Board Core Belief/Commitment #4: We believe that the heart of a high-performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

Summary:

A. Approval of Personnel Order
B. Approval of Prior Meeting Minutes
C. Acceptance of Grants
    I. Partners for a Hunger Free Oregon Emergency Fund
D. Intergovernmental Agreements
    I. Approval of an IGA for a Rosemary Anderson Learning Specialist
    II. Approval of an IGA for Columbia Regional Autism Services
E. Authorization to Spend
    I. Five-Year Copier Lease with Pacific Office Automation
    II. 2020-2021 Bulk Fuel Purchase
F. E-Rate Contract for Reynolds School District
G. Approval of Alternative Education Programs
H. Approval of Resolution 2020-2021-010: Black Lives Matter

Staff Recommendation:
Staff recommends the Board approve all Consent Agenda items as presented.

Motion:
I move that the Board approve all Consent Agenda items as presented.

Reynolds School District
Board of Education Business Meeting

October 28, 2020
7:00 PM
Virtual Meeting

Meeting Minutes

Attendance Taken at 7:11 PM. Yesenia Delgado: Present, Ana Gonzalez Muñoz: Present, Diego Hernandez: Absent, John Lindenthal: Absent, Ricki Ruiz: Present, Joe Teeny: Absent, Valerie Tewksbury: Present.

Attendance Update Taken at 7:29 PM. Diego Hernandez: Present.

I. 6:00p - Executive Session

The Reynolds School Board and the Superintendent will recess into Executive Session at 6:00p, under ORS 192.660(2)(b) Personnel, ORS 192.660(2)(d) Negotiations, ORS 192.660(2)(e) Real Estate, and ORS 192.660(2)(h) Legal Counsel. Executive Session is closed to the public.

II. 7:00p - Call to Order

- Chair Tewksbury called the October 28, 2020 meeting to order at 7:09p. The Board and Cabinet will recess back into Executive Session after the public meeting is over.

A. Land Acknowledgement

- Ana Gonzalez Munoz read the land acknowledgement into the record.

B. Consider Approval of the October 28, 2020 Agenda

- I move to approve the October 28, 2020 agenda as presented. This motion, made by Yesenia Delgado and seconded by Ricki Ruiz, Passed.

III. 7:10p - Board Recognition

A. Resolution on Native American Indian Heritage Month

- Yesenia Delgado read Resolution 2020-2021-009 into the record.

IV. 7:15p - Public to be Heard

Members of the public will address the board with comments and the board will listen only. Public Comment will be limited to 7 speakers with 3 minutes each. Forms must be turned in before the meeting start time.

- Melissa Albert - Choir Teacher at Reynolds High School

V. 7:40p - Bargaining Group Updates

- Evan Selby for REA
- Suzi Mutschler, OSEA
- Lisa McDonald, RAA

VI. 7:50p - Presentation to the Board

A. OSBA Board Candidates

- Candidates for OSBA Position 17
  - Katrina Doughty
  - Michael Sonnleitner

VII. 8:00p - Board Reports

A. Board Announcements

i. Individual Board Members - Announcements and Reports

- RR: Elections are coming up. If you are able to vote, please do!
- AGM: Great to meet with principals and assistant principals over the last couple of weeks. Looking forward to visiting classes.
- YG: SIP presentations were really great.
- VT: Great format. Loved hearing from principals directly. Great hearing the impact that the new schedules have had, allowing for more collaboration. Starting new fulltime job on Monday. Land Acknowledgement mentions doing it in conjunction with the Pledge of Allegiance. We haven't been doing the Pledge during zoom meetings but as we now know that this will be our norm for the foreseeable future, we will start incorporating the Pledge back into meetings.

ii. Upcoming Board Meetings

- November 18, 2020 Business Meeting

VIII. 8:10p - Superintendent's Reports

A. Announcements/Reports

- See Boardbook for info on the Superintendent's Announcements.

B. Student Achievement

- REA working with Deb Nicolai on book studies regarding race and equity.
- First set of virtual conferences happened last week.
- Special Education Assessment Center being set-up.

i. CDL Update

- See graphs in Boardbook for engagement data.

ii. Division 22 Assurances

iii. 2019-2020 At-a-Glance School and District Profiles

iv. Elementary Virtual Classroom Update

C. Equity

i. District SEL Work Group Presentation

- Transportation has a staff visitation protocol set up to help transport counselors and social workers.
- What is the Crisis Management team?
  - It's a requirement in the ODE Blueprints. We have a workgroup who are finalizing the role of the mobile crisis team and how it fits in with each school's existing flight team. We will share the protocol with the board once it's finalized.
  - Are counselors different from academic advisors? Counselors were not for mental health help in the past.

- Work defining the role over the last few years. Some counselors are stronger in the mental health support and some are stronger in the academic help. We are incorporating social workers and counselors in all meetings. A well rounded experience for students meets both academic needs and emotional and social needs.

- Are the social workers licensed?
  - Yes. All of our social workers are also licensed to work in schools and with students.

D. Communications

- Steve Padilla: Assistant Director of Public Relations and Partnership
- New website has launched
- Working on the internal Intranet site next

E. Fiscal Responsibility

i. Financial Report

ii. Enrollment Report

IX. 9:10p - Consent Agenda

I move that the Board approve all Consent Agenda items as presented. This motion, made by Yesenia Delgado and seconded by Valerie Tewksbury, Passed.

A. Approval of Personnel Order

i. Superintendent Evaluation

B. Approval of Prior Meeting Minutes

C. Grant Approval

i. SIA Grant

- Public Comment was available but no comments were submitted.

ii. Starseed Foundation Grant

iii. Jim and Dianna Murphy Fund Grant

iv. Howard Vollum Scholarship Fund

v. Seismic Rehabilitation Grant

D. Resolution 2020-2021-009: Proclaiming Native American Indian Heritage Month

E. BRIC Contract Addendum

F. Approval of POIC & Rosemary Anderson High School Contract Addendum

G. Approval of a Contract with Open School for the 20-21 School Year

H. Approval of a Contract Extension with CAL

I. Approval of a Contract Addendum with ESS

J. REA Contract for 2020-2021

X. 9:15p - Action Items

A. Approval to Continue CDL through First Semester

I move that the Board approve the continuation of Comprehensive Distance Learning through first semester, which ends on January 29. This motion, made by Yesenia Delgado and seconded by Diego Hernandez, Passed.

B. Academic Calendar Guidance

- Numbers 3, 4, 5 (or 6), and 7 seem to stand out. As well as 8.
- The Board is not ready to give Action.
- Instead, they will give a directive to add more people to the calendar committee to include parents or partners.
- Consensus from the Board for the district to begin conversations with association groups to include community partners and/or parents on the calendar committee.

C. Authorization to Spend over $150,000 for the Reynolds High School Gym Seismic Upgrade

I move that the Board approve the authorization to spend more than $150,000 for the seismic upgrade for the Reynolds High School Gym and authorize staff to enter into an addendum to the contract with BRIC Architecture, Inc. for the completion of the seismic upgrade. This motion, made by Yesenia Delgado and seconded by Diego Hernandez, Passed.

D. Authorization to Spend over $150,000 for ESS Substitute Services

I move that the Board authorize the expenditure of more than $150,000 to provide substitute services through ESS fiscal year 2020-2021. This motion, made by Yesenia Delgado and seconded by Ricki Ruiz, Passed.

E. Authorization to Spend over $150,000 for CAL

I move that the Board authorize the expenditure of more than $150,000 to provide high school students with an advanced, specially designed learning environment, using industry-driven curriculum and technology with placements at CAL for fiscal year 2020-2021. This motion, made by Yesenia Delgado and seconded by Ricki Ruiz, Passed.

F. Approval of the Board Operating Handbook

I move that the Board approve the Board Operating Handbook as presented. This motion, made by Ana Gonzalez Muñoz and seconded by Ricki Ruiz, Passed.

G. Approval of OSEA MOU regarding Outside Contracting

I move that the Board approve the MOU between between the Reynolds School District and the Oregon School Employees Association - Reynolds Chapter 37 (OSEA), regarding outside contracting. This motion, made by Yesenia Delgado and seconded by Ana Gonzalez Muñoz, Passed.

XI. 9:35p - Board Discussion

- Future conversation about the Board endorsing measures on future ballots

XII. 9:45p - Adjourn

- The School Board and the Superintendent will recess back into Executive Session at 10:00p.
- Executive Session adjourned at 10:38p.

Reynolds School District

EACH AND EVERY CHILD PREPARED FOR A WORLD YET TO BE IMAGINED

To: Board of Directors

From: Dr. Christopher Ortiz, Assistant Superintendent of Student & Family Services and District Operations

Prepared by: Christy Foote, Nutrition Services Coordinator

Subject: **Acceptance of Grants from Emergency Support: For School and Summer Meals 2020 Grant**

Policy: Funding Proposal Applications- DD

Date: November 18, 2020

Action ☒
Report ☐

Connection to Board Goals

☐ Student Achievement ☐ Equity ☒ Fiscal Responsibility ☐ Communications

School Board Core Belief/Commitment #4: We believe that the heart of a high-performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

Summary:
Since 2009, Partners for a Hunger-Free Oregon has provided small grants for new or expanding Summer Food Service Programs (SFSP) in Oregon through the Summer Meals Support Fund. This year, because of unanticipated school closures due to the pandemic, Hunger-Free Oregon shifted funding to an Emergency Support Fund model.

The purpose of the Emergency Support Fund is to provide emergency funds on a rolling basis to school and community-based sponsors providing meals during school closures. Hunger-Free Oregon prioritized applicants who prioritize equity and inclusion for underserved communities, with the strongest considerations for programs seeking to maximize engagement and support to marginalized groups (communities of color, immigrant communities, homeless youth, LGBTQ+, etc).

Reynolds School District was awarded a grant in the amount of $1,050 to cover additional expenses incurred during the closure including meals that were not reimbursable.

Previous Board Action:
Not Applicable

Background:
Once the emergency closure occurred, Nutrition Services applied for various grants to support nutrition emergency meal services required by the March 2020 Governor's Executive Order.

Financial Implications:

The grant award is in the amount of $1,050 and can be expended for direct or indirect program costs to that occurred during the unanticipated school closures. Food costs for meals are not allowable costs under this grant.

Alternatives:
Not Applicable

Staff Recommendation:
Staff recommends acceptance of the grants award.

Motion:
I move to accept the grants awarded by Partners for a Hunger-Free Oregon Emergency Support Fund Grant.

Emergency Support Fund
for School and Summer Meals
2020 Grant Guidelines

Since 2009, Partners For a Hunger-Free Oregon has provided small grants of up to new or expanding Summer Food Service Programs (SFSP) in Oregon through the Summer Meals Support Fund. This year, because of unanticipated school closures due to the pandemic, **Hunger Free Oregon will be shifting funding to an Emergency Support Fund model and will be temporarily suspending the Summer Meal Support Fund in 2020.**

The purpose of the Emergency Support Fund is to provide emergency funds on a rolling basis to school and community-based sponsors providing meals during school closures. After disbursing emergency grants, **this grant will still provide funding to Summer Meal sponsors for the official summer season and will begin reviewing those applications on May 1st**. Grants are awarded up to $5,000 per program and can support a wide variety of operation related costs such as: equipment purchases, staffing, and transportation or delivery costs.

Hunger-Free Oregon will be prioritizing applicants who prioritize equity and inclusion for underserved communities, with the strongest considerations for programs seeking to maximize engagement and support to marginalized groups (communities of color, immigrant communities, homeless youth, LGBTQ+, etc). For questions, please contact Fatima Jawaid, Senior Program Manager, at 503-595-5501x307 or fatima@oregonhunger.org.

Applications are open Monday, April 6th through June 1st. Applications will be reviewed weekly on a rolling basis.

Please submit completed applications to SMSFgrants@oregonhunger.org

GRANT OBJECTIVES

1. Provide emergency grant funding to school and community based programs during the unanticipated school closures.
2. Increase the number of meal sites and the number of meals served in Oregon.
3. Help bring summer meal programs to communities that need them.

We encourage applications from the following:

- School or community-based sponsors serving meals to children during the unanticipated school closures
- New SFSP sponsors and sites
- Programs offered by community based or culturally specific organizations; sponsors/sites that provide targeted inclusion and outreach to marginalized communities; and/or programs located in rural or high poverty areas

GRANT DETAILS

Who is eligible to apply?
During the unanticipated school closures:
School and community-based sites and sponsors providing meals to students during school closures are encouraged to apply. This includes sponsors approved to provide meals during school closures through the Summer Food Service Program and the Seamless Summer Option; and those sponsors that are not area eligible for the programs, but still providing meals to students. Partner agencies that are supporting sponsors in this process or outreach effort are also eligible. If you do not fit into any of the previously described categories but are providing food to students during closures, please reach out to fatima@oregonhunger.org to see if you are eligible to apply.

For Summer Meal sites, sponsors, and partners (during the official summer season):
Sites or sponsors of the USDA Summer Food Service Program (SFSP) or Seamless Summer Option (SSO), or applicants who plan to apply to be a SFSP or SSO site or sponsor. **If a new SFSP or SSO site or sponsor, grant funds will be dependent on successful completion of the application process with the Oregon Department of Education.** Youth activity and enrichment partners or family service organizations that partner with SFSPs can apply, but should submit a collaborative application with their sites or sponsors.

What expenses are allowable?
Grants are awarded up to $5,000 per site or sponsor, per year. Funds can be expended on any direct or indirect program costs, including: food service equipment; site environment equipment such as seating or shelter supplies; transportation; staffing; outreach activities*; activity supplies; and health inspection costs. **Food costs for meals are *not* allowable costs.**

How will grantees be selected?
Applications will be reviewed every week on Tuesday and recipients will be notified of their award by the following week. Successful applications will show a clear plan to increase meal access both for school and summer meal programs for children in Oregon; with priority considerations for programs seeking to maximize engagement and support to marginalized groups.

GRANTEE RESPONSIBILITIES

The grantee organization agrees to the following:

- Expend all grant funding by the end of the 2020 grant period
- Participate in at least one brief check-in about your programs (via email, by phone, or in person) with a Hunger-Free Oregon staff member during the period you receive an award.
- Complete an evaluation report at the end of the grant period describing how funds were used, outlines programs successes and challenges, and provides 2020 participation data.

Emergency Support Fund: for School and Summer Meals 2020 Grant Application

Please read the 2020 Emergency Support Fund: for School and Summer Meals guidelines document available at oregonhunger.org/summerfund before beginning this application. If your organization is selected as a grant recipient, you will be required to accept an agreement acknowledging that you will adhere to the requirements outlined in the guidelines.

Especially in light of the recent pandemic, Hunger-Free Oregon is committed to addressing economic inequity to accomplish our mission. Data shows food insecurity disproportionately impacts communities of color, recent immigrants, single parent households, LGBTQIA+ communities, individuals with disabilities, and people in rural areas of Oregon. In these uncertain times, there will be the strongest considerations for programs seeking to maximize engagement, outreach, and support to marginalized groups.

If you have questions about this application or receiving funding for a meal site, please contact Fatima Jawaid at (503) 595-5501 x 307 or Fatima@oregonhunger.org.

Applications are open Monday, April 6th through June 1st. Applications will be reviewed weekly on a rolling basis.

Please submit completed applications to SMSFgrants@oregonhunger.org

CONTACT INFORMATION

1. Organization Name: REYNOLDS SD
2. Primary Contact (First and Last Name, and Position at Organization): Christy Foote Nutrition Services Director
3. Mailing Address (please include City and Zip Code): 1204 NE FAIRVIEW OR 97024
4. Primary Contact information (Phone Number and Email Address): 503-491-3413 cfoote@reed7.net

FUNDING REQUEST

5. I am requesting funding for:
   - [x] Providing meals to students during the unanticipated school closures
   - [ ] Providing Summer Meals to children (during the official summer meal season)
6. What is the amount of your grant request? $1050.00
7. Please describe how the grant funds will support your program. Please list out all items you would like this funding to cover and their estimated costs

PROGRAM INFORMATION

POP up tents 4@ 79.97
12@ 59.99

8. Which best describes your role?

- [x] New or existing SFSP or SSO sponsor
- [ ] New or existing SFSP or SSO site
- [ ] Another type of school-based sponsor or site (please describe:)
- [ ] Another type of community-based sponsor or site (please describe:)
- [ ] I am a partner organization (please describe:)

Please describe your program and how it operates. Please be as specific as possible and include information such as: what type of program you are operating, number of sites, method of meal delivery, what need is being met in your community, what communities are being served, and any other relevant information.

9. What activities are you doing to ensure that communities disproportionately impacted by hunger are informed about your meal site(s) and feel welcome participating? For example, please describe if you translate your materials into other languages, partner with culturally specific organizations, or have an outreach plan that is informed by the needs of specific communities.

10. Any other relevant information you'd like to share?

11. OPTIONAL: What other needs do you have, especially considering the unanticipated school closures due to the coronavirus? We are gathering information on further community needs and other supports it would be helpful for Hunger-Free Oregon to provide.

STATEMENT OF ACKNOWLEDGEMENT

I acknowledge that the information provided in this application is accurate to the best of my knowledge. If my organization is awarded grant funding, I agree to collaborate with Hunger-Free Oregon to receive technical assistance and support as necessary, participate in a brief check-in, and submit a report at the end of the granting period. I understand that if I do not submit a report by the required deadline, I may be disqualified from future funding opportunities. I understand that all grant funds must be expended by the end of the 2020 grant cycle.

Electronic signature: Kim Burns

Date: 5-4-2020

Addendum to Emergency Support Find 2020 Grant Application

Submitted by:

Reynolds School District No. 7

1204 NE 201st Ave

Fairview Or, 97024

503-491-3413

Attn: Nutrition Services, Christy Foote, Coordinator.

Description of Program, Activities and Relevant Information:

Due to the Covid 19 Pandemic and our Executive Govenor's Orders, our district has been doing drive thru meal service Under Summer Food Service at 10 locations throughout the district. These meals are served daily, with both breakfast and lunch being offered. We recently changed our service from cold to hot meal service days as well as cold sack meal days. We are serving kids from 1-18; and our offering adult meals as well at no-charge. The Reynolds School District (RSD) serves an increasingly diverse socio-economic and ethnic demographic in East Multnomah County. Now operating 12 CEP Schools in the district, at last reporting in 2018, the RSD comprised over 78% free and reduced lunch students. One neighborhood within our District specifically, the Rockwood Neighborhood is the epicenter of poverty within the Portland Metro Area. District wide, 17% of our students are Title X eligible. More than 50 different languages are spoken daily in Reynolds buildings. The need for continuous, reliable nutrition services cannot be exaggerated.

Working with our translation team, our department has sent out auto dialer messages regarding where to go to receive daily meals. We have daily handouts in 4 languages to give our families information regarding their meal safety (temperature information) and where to find additional resources for food (such as food pantries and food banks within our district). We have partnered with our Farm to School Grant dollars with a local Tamale family owned business to provide their tamales once a week to our families. We offer a variety of ethic diverse options, as well as the "kid favorites" to assist with nutrition and to keep the daily familiarity of school food items to students.

Other Needs:

We have had a tough time getting masks and other PPE, such as sanitizing wipes, especially at the beginning. We have purchased pop up tents, additional signage and coolers to keep up with daily need.

May 20, 2020

Christy Foote
Nutrition Services Director
Reynolds School District
1204 NE 201st Ave
Fairview, Or 97024

Re: Your Emergency Support Fund Grant Application

Dear Christy,

Congratulations! Reynolds School District was selected to receive funding from Partners for a Hunger-Free Oregon's Emergency Support Fund: for School and Summer Meals.

Your total grant award is in the amount of $1,050. Please note the following grant requirements:

- Funds can be expended on any direct or indirect program costs to operate your nutrition program during the unanticipated school closures. Food costs for meals are not allowable costs. You must expend your entire award during this grant period and must notify Hunger-Free Oregon if you are unable to do so.
- You or someone in your organization must participate in an informal check in via phone or email with a Hunger-Free Oregon staff member during the period you receive an award.
- You must complete an evaluation report form at the end of the grant period describing how funds were used and provide relevant participation data.

If you have any questions or concerns about your Emergency Support Fund grant, please contact me via phone at (503) 595- 5501 x307 or via email at fatima@oregonhunger.org.

Again, congratulations for receiving the Emergency Meal Support Grant and your contribution to the health and wellness of children in your community. I look forward to hearing about the wonderful work your organization is doing in these critical times. Thanks so much!

Sincerely,

Fatima Jawaid
Senior Manager, Child Hunger Prevention Program
Partners for a Hunger-Free Oregon

Approved by Legal 10/26/2020

712 SE Hawthorne Blvd., #202, Portland, OR 97214 | PH: 503-595-5501 | FAX: 503-595-5504 | www.oregonhunger.org

EACH AND EVERY CHILD PREPARED FOR A WORLD YET TO BE IMAGINED

To: Board of Directors

From: Dr. Christopher Ortiz, Assistant Superintendent of Student & Family Services and District Operations

Prepared by: Dr. Matthew Bennett, Director of Special Education

Subject: **Intergovernmental Agreement (IGA): Rosemary Anderson Learning Specialist**

Policy: Special Education – Free Appropriate Public Education - IGBAJ

Date: November 18, 2020

Action ☒
Report ☐

Connection to Board Goals

☒ Student Achievement ☒ Equity ☐ Fiscal Responsibility ☐ Communications

School Board Core Belief/Commitment #2: We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities.

Summary:
Intergovernmental Agreement (IGA) between Reynolds School District (RSD) and Centennial School District (CSD).

Centennial School District provides a learning specialist for eligible RSD students with disabilities attending Rosemary Anderson High School.

The existing contract for services covered the period of July 1st, 2019 through June 30th, 2020. The proposed 20-21 contract runs from July 1st, 2020 through June 30th, 2021

Previous Board Action:
The Board previously approved this agreement November 2019.

Background:
Rosemary Anderson is a year-round, private, alternative high school, which historically, has served students who have been expelled or dropped out of their public high school, and which provides a final opportunity for them to earn a high school diploma.

Financial Implications:
The 2020-21 Budget includes allocation of funds for a Learning Specialist for eligible students attending Rosemary Anderson High School. Per Exhibit 2 of the contract, the full cost of Learning Specialist is $124,158.00 (see Exhibit 2).

One time per year the Centennial School District will invoice Reynolds School District for services provided per this contract based on December 1 census counts (see Exhibit 2)

Each district will be billed based on the percentage of District students receiving special education services at the time of the invoice (see Exhibit 2).

The total cost is variable based on the percentage of District students receiving special education services, with a minimum of 2% ($2,438) to a maximum of 40% ($49,663) (See Exhibit 2).

Alternatives:
Reynolds School District students served at Rosemary Anderson benefit from the level of support provided, therefore no alternatives are recommended at this time.

Staff Recommendation:
Staff recommends that the Board authorize the District to enter into an IGA contract with the Centennial School District to provide a Learning Specialist for eligible RSD students with disabilities attending Rosemary Anderson High School.

Motion:
I move that Board authorize the District to enter into an IGA with Centennial School District to provide Learning Specialist services for eligible RSD students with disabilities attending Rosemary Anderson High School.

INTERGOVERNMENTAL AGREEMENT (IGA)
BETWEEN
CENTENNIAL SCHOOL DISTRICT and REYNOLDS SCHOOL DISTRICT

This Intergovernmental Agreement is between Centennial School District, hereinafter "CSD" and the Reynolds School District, hereinafter "RSD", and collectively "the Parties" pursuant to authority granted in ORS Chapter 190.

The Parties mutually agree as follows:

Term of Agreement. The initial Agreement term shall be July 1, 2020 through June 30, 2021.

Scope of Work. This Agreement is to provide special education services as described in Exhibit 1. The Parties shall perform the work described in Exhibit 1.

Payment for Work. There shall be no compensation to or by either party for services under this Agreement other than as described in Exhibit 2

Agreement Documents. This agreement consists of the following documents, which are listed in descending order of precedence (1) This Intergovernmental Agreement document, (2) Exhibit 1- Scope of Work, (2) Payment for services; (3) Exhibit 3 - Insurance.

A conflict in the Agreement documents shall be resolved in the priority listed above with this Agreement taking precedence over all other documents. These Agreement documents are the entire agreement between the parties and shall supersede any prior representation, written or oral.

STANDARD TERMS AND CONDITIONS

1. **Relationship.** CSD and RSD intend that the relationship between the Parties to be at all times and for all purposes under this Agreement that of independent contractors.

2. **Subcontracts and Assignments.** Neither party shall subcontract or assign any part of the Agreement without the prior written approval of the other party.

3. **Termination.** This Agreement may be terminated as follows unless otherwise specified herein:
   a. **Mutual Agreement.** CSD and RSD by written mutual agreement, may terminate this Agreement at any time.

   b. **For Convenience upon 60 days written notice.** Any party may terminate the Agreement for convenience upon 60 calendar days written notice, except that if the services provided under the contract relate to a provision of special education services, the effective date of termination of services shall be 60 school days after the date the individualized education program team determines that the student's placement will be changed unless prohibited by law. Termination shall not prejudice any right or obligation of the parties already accrued under the Agreement prior to the effective date of termination.

   c. **Breach.** Any party may terminate this Agreement in the event of a material breach by the other party. To be effective, the party seeking termination must give the other party written notice of the material breach, what actions the party seeking termination wants the other party to take/complete in order to cure the material breach, and of its intent to terminate if the material breach is not cured within 15 calendar days. The breaching party shall give the non-breaching party written notice of the actions it took/takes to cure the material breach

before the 15 calendar days to cure expires. If the breaching party does not entirely cure the material breach within 15 calendar days from the date of the notice from the non-breaching party, this Agreement shall automatically terminate, unless the parties mutually agree in writing to extend the timeline to cure.

d. **Termination** by any party shall not constitute a waiver of any claim any party may assert against the other party under the terms of this Agreement. The parties shall not be liable for indirect or consequential damages arising or resulting from early termination of this Agreement.

4. **Access to Records.** Each party shall have access to the books, documents and other records of the other which are related to this Agreement for the purpose of examination, copying and audit, unless otherwise limited by law. This grant of access to records is not intended to waive or prohibit assertion of any privilege or public record exemption applicable to any such records.

5. **Ownership of Work.** Parties agree that all work products created by the parties as part of the performance of this Agreement, including background data, documentation, and staff work that is preliminary to final reports, shall be the exclusive property of the party creating the work product.

6. **Confidentiality**. No reports, information, and/or data given to or prepared or assembled by the Parties under this Agreement shall be made accessible to any individual or organization by either party without the prior written approval of the other party.

7. **FERPA Re-disclosure.** The Parties recognize that the Family Educational Rights and Privacy Act (FERPA) imposes strict penalties for improper disclosure or re-disclosure of confidential student information including but not limited to denial of access to personally identifiable information from education records for at least five years (34 CFR 99.33(e)). Therefore, consistent with the requirements of FERPA, personally identifiable information obtained by the Parties in the performance of this Agreement may not be re-disclosed to third parties without written consent of the students' parent/guarding, and must be used only for the purposes identified in this Agreement.

8. **Unsupervised Contact with Students and Criminal Background Checks.** Unsupervised contact with students means contact that provides the person opportunity and probability for in-person communication or touch with students when not under direct supervision. As required by ORS 181.534 and 326.603, the Parties will work together to ensure that employees, officers, subcontractors, and agents will have no direct, unsupervised contact with students while at any school or other location(s). Parties will work together to ensure compliance with this requirement. When unsupervised contact with students is required under this agreement, before any work begins under this Agreement, Parties shall ensure, at its expense, that any person assigned to perform services under the contract meets all the State of Oregon's school criminal background check requirements. Parties will ensure its employees performing services under this contract will meet all of the State of Oregon's and the Parties criminal background check requirements.

9. **Compliance with Applicable Law.** Each party shall comply with all federal, state, and local laws and all regulations and administrative rules established pursuant to those laws applicable to public contracts and to the work done under this Agreement.

10. **Indemnity and Hold Harmless.** Each party shall perform all services under this Agreement as an independent contractor. Each party shall be responsible exclusively for their respective officers, employees and agents. Each party shall provide for employment related benefits and deductions that are required by law, including but not limited to federal and state income tax deductions, workers' compensation coverage and Public Employees Retirement System/Oregon Public Service Retirement Plan contributions. Each party shall be responsible, subject to the Oregon Tort Claims

Act (ORS 30.260-30.300) and State of Oregon constitution, only for the acts, omissions to negligence of its own officers, employees or agents.

11. **Governing Law.** The provisions of this Agreement shall be construed in accordance with the laws of the State of Oregon. Any legal action involving any question arising under this Agreement must be brought in Multnomah County Circuit Court. If the claim must be brought in a federal forum, then it shall be brought and conducted in the United States District Court for the State of Oregon. THE PARTIES AGREE TO THE JURISDICTION OF THESE COURTS.

12. **Merger Clause.** There are no covenants, promises, agreements, conditions, or understandings between the Parties, either oral or written, other than those contained in this Agreement and its Exhibit(s).

13. **Waiver, Severability.** The Parties agree that waiver of any default or breach under this Agreement by either party does not constitute a waiver of any subsequent default or a modification of any other provisions of this Agreement. If any term or provision of this Agreement is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions shall not be affected, and the rights and obligations of the parties shall be constructed and enforced as if the Agreement did not contain the particular term or provision held invalid.

14. **Amendments.** No waiver, consent, modification or charge in the terms of this Agreement shall bind either party unless in writing signed by both Parties. A written waiver, consent, modification or change shall be effective only in the specific instance and for the specific purpose given.

15. **Performance audit.** Any party may conduct a performance audit to determine whether the terms, conditions, obligations, agreements and understanding of this Agreement are met.

16. **Notices.** All notices or demands of any kind required or desired to be given by any party must be in writing and shall be deemed delivered upon depositing the notice or demand in the United States mail, certified or registered, postage prepaid, addressed to the respective party at the address listed below.

I have read this Agreement including the attached Exhibit(s). I certify that I have the authority to sign and enter into this Agreement. I understand the Agreement and agree to be bound by its terms.

Centennial School District
Attn: Dr. Paul Coakley
18135 SE Brooklyn St.
Portland, OR 97236

Dr. Paul Coakley, Superintendent

October 13, 2020
Date

Reynolds School District
Attn: Business Manager/Director
11300 NE Halsey Street
Portland, Oregon 97220

Date

Approved by Legal 10/22/2020

EXHIBIT 1

SCOPE OF WORK

The purpose of this agreement is to set forth the responsibilities of the Parties in providing services to students attending Rosemary Anderson High School.

I. Responsibilities of the Parties:
   a. Centennial School District will:
      i. Provide an onsite learning specialist to serve each party's students who are attending Rosemary Anderson High School.

      ii. Serve students who have an Individualized Education Plan (IEP).

      iii. Provide communication with each party's student services team for related services required.

      iv. Invoice Reynolds School District per Exhibit 2

   b. Reynolds School District will:
      i. Pay the Centennial School District in a timely manner based on invoices per Exhibit 2

II. Joint Responsibilities
   a. Centennial School District and Reynolds School District will provide mutual involvement and cooperation in the planning and coordination of services for students attending Rosemary Anderson High School.

   b. For students attending Rosemary Anderson High School: each individual school district will provide any related services outlined in the IEP of the party's student (for example speech pathologist, occupational therapist, school psychologist and/or autism consultant).

   c. Each school district will provide the necessary staff to complete initial and re-evaluations. This may include speech pathologists, special education teachers, school psychologists and occupational and physical therapists. Each party will complete all evaluations, eligibilities, IEP meetings and placement determination meetings according to federal and state law.

   d. Each school district will be responsible to attend annual IEP meetings, inviting appropriate Rosemary Anderson High School assigned specialists and staff, family and/or students and will follow all procedural safeguards as per federal and state law. arrange a meeting at any time if either program feels staffing and program needs have changed.

EXHIBIT 2

PAYMENT FOR SERVICES

One time per year (based on December 1 Census Count), the Centennial School District will invoice Reynolds School District for services provided per this contract based on census counts as follows:

Actual staffing costs incurred to provide services as outlined in exhibit 1, scope of work, based on the number of students served for the other party district as determined by the December census count. The amount will be variable per district based on their specific student count.

The full cost of the Learning Specialist for the 2020-21 school year is $124,158.00 This full cost includes: compensation for duties at RAHS, PERS-OPSRP, FICA, Workers Comp, Unemployment, Risk Management, Medical/Dental, and Early Retirement.

Each district would be billed based on the percentage of students receiving special education services at the time of invoice.

An example of the range based on current year's data is a low of 2% ($2,483.00) to a high of 40% of students receiving special education services($49,663.00).

EXHIBIT 3

INSURANCE REQUIREMENTS

Each Party shall at all times maintain in force at that Party's expense, each insurance noted below:

Worker's Compensation insurance in compliance with ORS 656.017, which requires subject employers to provide worker's compensation coverage in accordance with ORS Chapter 656 for all subject workers. Each Party and all subcontractors of Each Party with one or more employees must have this insurance unless exempt under ORS 656.027 (See Exhibit 4). THIS COVERAGE IS REQUIRED.
Commercial General Liability insurance, on occurrence basis, with a limit of not less than _____ $500,000 _____ $1,000,000 **XXX $2,000,000** each occurrence for Bodily Injury and Property Damage, with an annual aggregate limit of _____ $500,000 _____ $1,000,000 **XXX $3,000,000**. This insurance must include contractual liability coverage. _____ Required _____ Not required
Commercial Automobile Liability insurance with a combined single limit, or the equivalent of not less than _____ $500,000 _____ $1,000,000 _____ $2,000,000 each occurrence for Bodily Injury and Property Damage, including coverage for owned, hired or non-owned vehicles. _____ $500,000 _____ Required _____ Not required

Additional Requirements. Coverage must be provided by an insurance company admitted to do business in Oregon or rated A- or better by Best's Insurance Rating. Each Party shall pay all deductibles and retentions. A cross-liability clause or separation of insureds condition must be included in all commercial general liability policies required by this Contract. Each Party's coverage will be primary in the event of loss.

Certificate(s) of Insurance Required. Each Party shall furnish a current Certificate(s) of Insurance to the other Party prior to Contract execution. Each Party shall provide that there shall be no cancellation, termination, material change, or reduction of limits of the insurance coverage without 30 days' written notice from Each Party to the other Party. The Certificate(s) shall also state the deductible or retention level. For commercial general liability, the Certificate shall also provide that the other Party, its agents, officers, and employees are Additional Insured's with respect to Each Party's services to be provided under this Contract. An additional insured endorsement shall be attached to the certificate of insurance. No work shall commence until the other Party receives the certificate and additional insured endorsement. If requested, complete copies of insurance policies shall be provided to the other Party.

In Lieu of Insurance. In Lieu of the insurance policies required by this Section, Each Party may provide coverage through self-insurance or a self-insured retention plus insurance. If Each Party elects to provide such coverage, it must do so in an amount and with coverage at least equal to the requirements of this Section in a form acceptable to the District. Each Party shall provide proof of self-insurance to the District before this Contract takes effect and thereafter upon request by the District. Each Party shall provide that there shall be no cancellation, termination, material change, or reduction of limits of the coverage without 30 days' written notice from each Party to the other Party. Each Party will provide proof of insurance coverage to the other Party.

Reynolds School District

EACH AND EVERY CHILD PREPARED FOR A WORLD YET TO BE IMAGINED

To:	Board of Directors
From:	Dr. Christopher Ortiz, Assistant Superintendent of Student & Family Services and District Operations
Prepared by:	Dr. Matthew Bennett, Director of Special Education
Subject:	**Intergovernmental Agreement with Columbia Regional Autism Services**
Policy:	Special Education – Free Appropriate Public Education - IBGAJ
Date:	November 18, 2020

Action ☒
Report ☐

Connection to Board Goals

☐ Student Achievement ☒ Equity ☐ Fiscal Responsibility ☐ Communications

School Board Core Belief/Commitment #2: We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities.

Summary:
Intergovernmental Agreement (IGA) between Reynolds School District and Portland Public Schools on behalf of the Columbia Regional Program.

Columbia Regional's Autism Services provides professional development, technical assistance, and consultation to Reynolds School District for students who are eligible under Autism Spectrum Disorder.

The previous contract covered services from July 1st, 2019 through June 30th, 2020.

The proposed IGA covers services from July 1st, 2020 through June 30th, 2021.

Staff is requesting Board authorization to enter into an Intergovernmental Agreement (IGA) with Portland Public Schools on behalf of the Columbia Regional Program, for Autism Services for eligible Reynolds School District students through June 30th, 2021.

The total calculated cost for the proposed agreement is $248,600.00

Previous Board Action:
The Board previously authorized an IGA with Portland Public Schools on behalf of Columbia Regional Program for Autism Services in November 2020.

Background:
Columbia Regional Program has historically provided Autism services to the Reynolds School District. These services have included providing professional development, technical assistance, and/or consultation for District staff to support students eligible under Autism Spectrum Disorder.

Financial Implications:
The 2020-21 Budget includes allocation of Autism Services. Total calculated costs for the proposed agreement are $248,600.00.

Alternatives:
Currently, Reynolds School District students served under this IGA require a level of support only Columbia Regional Program can provide at the present time.

Staff Recommendation:
Staff recommends that the Board authorize the District to enter into an IGA with Portland Public Schools on behalf of the Columbia Regional Program for Autism Services.

Motion:
I move that Board authorize the District to enter into an IGA with Portland Public Schools on behalf of the Columbia Regional Program.

EXHIBIT B
Reynolds School District
2020-21 Autism Services

Object Code	Account Title	2020-21 Proposed Budget
0110	Salaries	$ 158,168.00
0120	Stipend	$ 3,461.00
0210	PERS Employer Contribution	$ 35,541.00
0220	Social Security	$ 12,365.00
0231	Workers Compensation	$ 668.00
0232	Unemployment	$ 727.00
0240	Employee Benefits	$ 37,670.00
	Total (all)	**$ 248,600.00**

INTERGOVERNMENTAL AGREEMENT
between
SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON
(PORTLAND PUBLIC SCHOOLS) on behalf of COLUMBIA REGIONAL PROGRAM
and
REYNOLDS SCHOOL DISTRICT

Contract No. IGA_____

THIS IGA SHALL BE BINDING ON THE DISTRICT ONLY IF IT IS SIGNED BY THE DEPUTY CLERK OR AUTHORIZED DESIGNEE

This Intergovernmental Agreement ("Contract") is made by and between School District No. 1J, Multnomah County, Oregon ("Portland Public Schools" or "District") on behalf of Columbia Regional Program ("Columbia") and Reynolds School District ("Agency") pursuant to authority granted in ORS Chapter 190. District and Agency agree as follows:

AGENCY DATA

Agency Name: Reynolds School District
Agency Contact Person: Matthew Bennett
Address: 1204 NE 201st Ave
City, State, ZIP: Fairview, OR 97024
Telephone: 503-661-7200 ext. 3029
Email: mbennett@rsd7.net

District Point of Contact: Darthea Park (*dpark@pps.net*), Columbia Regional Program, Portland Public Schools, P.O. Box 3107, Portland, Oregon 97208-3107

***All information in this contract is subject to public records law. Please contact the District Point of Contact listed above if you have questions.**

TERMS AND CONDITIONS

1. **Term and Termination.** This Contract becomes effective on July 1, 2020. Unless earlier terminated as provided below, this Contract shall continue through June 30, 2021.

2. **Early Termination.** Unless otherwise specified herein, this Contract may be terminated as follows:

   a. Mutual: District and Agency may terminate this Contract at any time by their written agreement.

   b. Unilateral: Either party may terminate this Contract upon providing 30 days' written notice to the other party.

3. **Contract Documents.** This Contract consists of these Terms and Conditions and the documents ("Exhibits") listed below in descending order of precedence. A conflict in these documents shall be resolved in the priority listed below with these Terms and Conditions taking precedence over all other documents. The Exhibits to this Contract include the following documents:

   Exhibit A (Statement of Work)
   Exhibit B (Budget)

   Exhibit C (Federal Terms and Conditions)

4. **Statement of Work.** Agency shall perform the work described in Exhibit A (Statement of Work).

5. **Maximum Total Payment; Invoices.** The District will make no payment until this Contract is fully executed by the authorized representatives of both parties. District shall pay Agency up to a maximum total payment, including all expenses whatsoever, of $248,600 for services provided by Agency. Agency shall invoice Columbia upon work completion and submit invoices to the person and address below: *

Darthea Park (dpark@pps.net)
Columbia Regional Program
833 NE 74th Ave.
Portland, Ore. 97213

* Invoices to be submitted on a quarterly basis - see Exhibit A.

Upon work completion and Columbia acceptance, District invoice approval, and in accordance with these Terms and Conditions, District shall pay Agency net 30 days.

6. **Independent Contractor Status.** By its signature on this contract, Agency certifies that the service or services to be performed under this Contract are those of an independent agency as defined in ORS 670.600, and that Agency is solely responsible for the work performed under this Contract. Agency represents and warrants that Agency, its subcontractors, employees, and agents are not "officers, agents, or employees" of the District within the meaning of the Oregon Tort Claims Act (ORS 30.260 through 30.300). Agency shall be responsible for all federal, state, and local taxes and any and all fees applicable to payments for services under this Agreement.

7. **Subcontracts; Assignment.** Neither party may subcontract, assign, or transfer (collectively, "Subcontract") any part of this Contract without the prior written consent of the other party. If consent to a Subcontract is properly given, then in addition to any other provisions of this Contract, the subcontracting party shall hold its subcontractor to all the terms and conditions of this Contract that would otherwise bind the party to whom consent was given. The parties agree that any such Subcontracts shall have no binding effect on the consenting party to this Contract.

8. **Access to Records.** Each party shall have access to the books, documents, and other records of the other party (electronic or otherwise) that are related to this Contract for the purpose of examination, copying, and audit, unless otherwise limited by law.

9. **Ownership of Work.** Agency agrees that all work products created or developed for District by Agency pursuant to this Contract are intended as "works made for hire" and shall be the exclusive property of the District. If any such work products contain Agency's intellectual property that is or could be protected by federal copyright, patent, or trademark laws, Agency hereby grants District a perpetual, royalty-free, fully-paid, non-exclusive, and irrevocable license to copy, reproduce, deliver, publish, perform, dispose of, and use or re-use, in whole or in part, and to authorize others to do so, all such work products. *District claims no right to any pre-existing work product of Agency provided to District by Agency in the performance of this Contract, except to copy, use, or re-use any such work product for District use only.* If this Contract is terminated by either party or by default, then in addition to any other rights provided by this Contract, District may require Agency to transfer and deliver such partially completed reports or other documentation that the Agency has specifically developed or specifically acquired for the performance of this Contract.

10. **Criminal Background Check.** Agency authorizes District to obtain information about Agency and Agency's history and to conduct a criminal background check, including fingerprinting, of any officer, agent, or employee of Agency that will have unsupervised contact with students. Agency also agrees to cause Agency's employees and/or subcontractors, if any, to authorize District to conduct such background checks. Agency shall pay all fees assessed by Oregon Department of Education for processing the background check. District may deduct the cost of such fees from a progress or final payment to the Agency under this Contract, unless Agency elects to pay such fees directly.

11. **Confidentiality; FERPA Re-disclosure. Family Education Rights and Privacy Act ("FERPA") prohibits the re-disclosure of confidential student information.** Contractor agrees to protect the confidentiality of student education records, including personally identifiable information found in education records, in compliance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Sec. 1232g) and its implementing regulations (34 C.F.R. Part 99), collectively "FERPA." Contractor acknowledges that information disclosed to Contractor by District may include records that are subject to FERPA, and that to the extent this is the case, Contractor will be considered a "school official" as that term is used in FERPA. As such, Contractor agrees that it will hold all information disclosed to it in strict confidence and will not use such information except as required to perform its obligations under this Contract. Contractor further agrees that will it not disclose or re-disclose any such information except (a) with the express written authorization of District, or (b) as required by law but only to the extent permitted by law and only in the manner prescribed by law. If Contractor receives a court order or subpoena seeking education records or information contained in education records, it shall immediately notify District in writing. If Contractor re-discloses personally identifiable information from education records on behalf of District in response to an order or subpoena under 34 C.F.R. § 99.31(a)(9), Contractor must provide the notification required under 34 C.F.R. § 99.31(a)(9)(ii). District will assist Contractor with complying with this notification requirement.

12. **Compliance with Applicable Law.** Each party shall comply with all federal, state, and local laws applicable to public contracts and to the work done under this Contract, and all regulations and administrative rules established pursuant to those laws.

13. **Mutual Indemnification.** Subject to the limitations of the Oregon Constitution (Article XI, Section 7) and the Oregon Tort Claims Act (ORS 30.260 through 30.300), Agency shall indemnify and defend District from and against all liability, loss, and costs arising out of or resulting from the acts of Agency, its officers, employees, and agents in the performance of this Contract.

    Subject to the limitations of the Oregon Constitution (Article XI, Section 7) and the Oregon Tort Claims Act (ORS 30.260 through 30.300), District shall indemnify and defend Agency from and against all liability, loss, and costs arising out of or resulting from the acts of District, its officers, employees, and agents in the performance of this Contract.

14. **Insurance.**

    ☐ Agency and District are self-insured according to the statutory limits set in the State of Oregon for any liability, property, and auto claims. The parties represent and warrant that they have and will maintain adequate funding of this self-insurance to cover any claim that may result from or arise out of this Contract. In addition, Agency is self-insured for its workers' compensation for employees and shall provide benefits as prescribed by the State of Oregon.

    OR

    ☒ At all times while providing services under this Contract, Agency shall maintain in force at Agency's expense insurance coverage at least equal to the value of this Contract and the following insurance coverage(s), as applicable:

    a. Workers' Compensation. As required by ORS 656.017, subject employers shall provide workers' compensation coverage in accordance with ORS Chapter 656 for all subject workers. Agency and all subcontractors of Agency with one or more employees shall have this insurance unless exempt under ORS 656.027. Agencies that are statutory subject employers shall submit a certificate of insurance to District showing proof of coverage.

    b. Professional Liability / Errors & Omissions (E&O). If Agency is providing services that require a state license (including, but not limited to, accounting, architectural, auditing, dental, legal, medical, and psychiatric), then Agency shall maintain professional liability / E&O insurance coverage of at least $1,000,000 for each claim, incident, or occurrence, and at least $2,000,000 annual aggregate coverage. This coverage shall provide extended reporting period coverage for claims made within two years after this Contract is completed or otherwise terminated according to its terms.

    c. General Liability. Agency shall maintain general liability insurance coverage of at least $1,000,000 for each claim, incident, or occurrence, and at least $2,000,000 annual aggregate coverage.

    d. Motor Vehicle Liability. If Agency is providing services that require Agency to transport District personnel, students, or property, then in addition to any legally required insurance coverage, Agency shall maintain motor vehicle liability insurance of at least $1,000,000 for each claim, incident, or occurrence.

    e. Additional Requirements. All insurance coverage shall be provided by an insurance company having an A.M. Best rating of at least A- and/or licensed to do business in Oregon. Agency alone is responsible for paying all deductibles and retentions. A cross-liability clause or separation of insureds condition shall be included in all general liability policies required by this Contract. Agency's coverage shall be primary in the event of loss.

    f. Certificate of Insurance. Upon District request, Agency shall furnish to District a current certificate of insurance for each of the above coverages within 48 hours of District request. Each certificate must state the relevant deductible or retention level. For general liability coverage, the certificate must state that District, its agents, officers, and employees are additional insureds with respect to Agency's services provided under this Contract. The certificate must specify an additional insured endorsement, and Agency shall attach a copy of the endorsement to the certificate. If requested by District, Agency shall also provide complete copies of insurance policies to District.

15. **Controlling Law; Venue.** Any dispute under this Contract or related to this Contract shall be governed by Oregon law, and any litigation arising out of the Contract shall be conducted in courts located in Multnomah County, Oregon.

16. **Amendments; Renewal.** Any amendments, consents to or waivers of the terms of this Contract shall be in writing and signed by both parties. The parties may renew this Contract by their signed, written instrument.

17. **Waiver; Severability.** Waiver of any default or breach under this Contract by either party does not constitute a waiver of any subsequent default or a modification of any other provisions of this Contract. If any term or provision of this Contract is declared by a court of competent jurisdiction to be illegal or in conflict with any law, the validity of the remaining terms and provisions shall not be affected, and the rights and obligations of the parties shall be construed and enforced as if this Contract did not contain the particular term or provision held invalid.

18. **Counterparts.** The parties may execute this Contract in counterparts, each of which constitutes an original and all of which comprise one and the same Contract. Counterparts may be delivered by electronic means.

19. **Entire Agreement.** When signed by the authorized representatives of both parties, this Contract and its attached exhibits is their final and entire agreement. As their final expression, this Contract supersedes all prior and contemporaneous oral or written communications between the parties, their agents, and representatives. There are no representations, promises, terms, conditions, or obligations other than those contained herein.

I HAVE READ THIS CONTRACT AND ITS ATTACHED EXHIBITS, IF ANY. I CERTIFY THAT I HAVE THE AUTHORITY TO SIGN AND ENTER INTO THIS CONTRACT ON BEHALF OF THE PARTY I REPRESENT AND AGREE TO BE BOUND BY ITS TERMS.

AGENCY

Signature

Printed Name and Title

Date

DISTRICT

Emily Courtnage
Director, Purchasing & Contracting

Date

COLUMBIA REGIONAL CONTACT:

Darthea Park
Columbia Regional Program
833 NE 74th Avenue
Portland, Or 97213
503.916.5570

TIN: 93-6000830

Exhibit A

Autism Spectrum Disorder Services Statement of Work

Columbia Regional Program and District will partner to deliver the following regional services to eligible individuals with Autism Spectrum Disorder (ASD):

I. Program Modifications/Supports for School Personnel

Columbia Regional Program shall provide one or more of the following services:

a) Professional development for district and EI/ECSE service providers to understand ASD, and implementation of evidence-based practices for learners with ASD to address academic and adaptive/functional needs (e.g., communication, social competence, organization, self-determination) of students.

b) Customized training and coaching based upon learning objectives and other parameters provided by the requesting district or EI/ECSE program.

c) Professional development and follow-up coaching for paraeducators via regionwide trainings and/or per district or EI/ECSE program request.

d) Professional development and/or technical assistance on best practice and Oregon Administrative Rules (OARs) regarding ASD evaluation and eligibility determination.

e) Intensive support to develop, initiate, and maintain EI/ECSE and district programs, classrooms, and systems (e.g., new classrooms, programs, and service models at EI/ECSE, elementary, secondary, and/or adult transition levels).

f) Consultative assistance to EI/ECSE or district ASD contact(s) to support children/students with intensive behavioral needs.

g) Development of training and technical assistance resources that build capacity among EI/ECSE and District staff to effectively serve students with ASD (e.g., training modules, videos, online toolkits, etc.).

h) Training, support and mentorship of staff identified by EI/ECSE or District staff to provide specialized support to students with ASD.

i) Provide access to regional ASD Professional Resources Library (books, media, assessments, curriculum, instructional materials) to EI/ECSE or district ASD contact(s).

j) Facilitation of an ASD Professional Learning Community (ASD PLC), bringing EI/ECSE and District professionals together to network, share successful project ideas and outcomes, address problems of practice, learn about the latest research findings, explore developments in the field, and disseminate state and national policy and administrative rule updates.

II. Supplementary Aides and Services

Columbia Regional Program and District shall provide one or more of the following services:

a) Participate in IFSP/IEP or other meetings when invited and assist with comprehensive programming efforts.

b) Consultation for specific students with regard to: provision of services, implementation of curriculum, accommodations and modification, behavior support plans, assistive technology, individualized schedules, customized materials, communication system development.

c) Liaise with board certified behavior analysts (BCBA) supervising/delivering clinical applied behavior analysis (ABA) and pursue opportunities to promote the coordination of IFSP/IEP services with ABA treatment plans. Liaise with other clinical service providers (e.g., private SLP, clinical psychologist, etc.)

d) Provision of parent and caregiver training and support via one or multiple sessions.

Columbia Regional Program and District may provide one or more of the following services:

a) Serve on school district or EI/ECSE evaluation teams, created in accordance with OAR 581-015-2550, to determine eligibility for special education and related services, early intervention, early childhood special education services, and Regional Services.

b) Serve on Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP) teams, as those terms are defined in OARs 581-015-2210 and 581-015-2825.

District will complete the following contractual agreements:

- Notify CRP/PPS if indirect will be assessed and if so the amount. Indirect is subtracted from the total amount of the contract;
- Submit quarterly invoices that include financial documentation for examples expenditure reports, payroll documents, etc.;
- The final invoice must be submitted by July 20, 2021;
- Each child/student who is regionally eligible for ASD will have a signed referral form for Columbia Regional Program kept in their district file; the EI/ECSE program or District may, by arrangement with CRP, utilize an alternative means of documenting that students with ASD have been referred to CRP;
- Students eligible for regional services will be reported on the December 1, 2020 census as regionally eligible.

EXHIBIT B

Reynolds School District

2020-21 Autism Services

Object Code	Account Title	2020-21 Proposed Budget
110	Salaries	**$**
121	Substitutes	**$**
130	Additional Pay	**$**
210	PERS Employer contribution	**$**
220	Social Security Administration	**$**
231	Workers' Compensation	**$**
232	Unemployment Compensation	**$**
240	Employee Benefits	**$**
	Sub-total (Salaries)	**$**
341	Travel: Within District	**$**
342	Travel: Outside District	**$**
345	Travel: Professional Development	**$**
351	Telephone charges	**$**
410	Supplies and Materials	**$**
	Sub-total (Costs)	**$**
690	Grant indirect charges	**$**
	Total (Salaries + Costs + Grant Indirect Charges)	**$ $248,600**

EXHIBIT C

Federal Terms and Conditions

The following terms apply to the Contract because federal funds under [Department of Education] will be used to pay for at least part of the project. If any term in this Exhibit C conflicts with any term in the body of the Contract, this Exhibit C will control.

1. **Remedies.** In addition to the remedies explicitly set forth in the body of the Contract, District may exercise all rights or remedies available at law, in equity, or otherwise in the event of any breach by Contractor.

2. **Termination.** District may terminate the Contract for cause or for convenience as set forth in the body of the Contract.

3. **Nondiscrimination; Equal Employment Opportunity.** If the Contract involves "construction work" as defined in 41 CFR Part 60-1.3, then Contractor must:

   a. Not discriminate against any employee or applicant for employment because of race, color, religion, sex, sexual orientation, gender identity, or national origin. The contractor must take affirmative action to ensure that applicants are employed and that employees are treated during employment without regard to their race, color, religion, sex, sexual orientation, gender identity, or national origin. This action includes but is not limited to the following:

   1) Employment, upgrading, demotion, or transfer;

   2) Recruitment or recruitment advertising;

   3) Layoff or termination;

   4) Rates of pay or other forms of compensation; and

   5) Selection for training, including apprenticeship.

   Contractor must post in conspicuous places that are accessible by employees and applicants for employment notices setting forth the provisions of this nondiscrimination clause;

   b. State in all solicitations or advertisements for employees placed by or on behalf of Contractor that all qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, or national origin;

   c. Not discharge or in any other manner discriminate against any employee or applicant for employment because the employee or applicant has inquired about, discussed, or disclosed the compensation of the employee or applicant or another employee or applicant. This provision, however, does not apply to instances in which an employee who has access to the compensation information of other employees or applicants as part of the employee's essential job functions discloses the compensation of other employees or applicants to individuals who do not otherwise have access to the information, unless the disclosure is in response to a formal complaint or charge and in furtherance of an investigation, proceeding, hearing, or action, including an investigation conducted by the employer, or is consistent with Contractor's legal duty to furnish this information;

   d. Send to each labor union or representative of workers with which it has a collective bargaining agreement or other contract or understanding a notice advising the labor union or workers' representatives of Contractor's commitments under this Section 3.d. Contractor must post copies of the notice in conspicuous places that are accessible by employees and applicants for employment;

   e. Comply with all provisions of Executive Order 11246 of September 24, 1965, and of the rules, regulations, or relevant orders of the Secretary of Labor, and furnish all information or reports required by or pursuant to them. Contractor must also permit access to its books, records, or accounts by the administering agency and the Secretary of Labor for purposes of ascertaining compliance with these rules, regulations, or orders; and

   f. Include the requirements of this Section 3 in every subcontract or purchase order unless exempted by rules, regulations, or orders of the Secretary of Labor issued pursuant to Section 204 of Executive Order 11246 of September 24, 1965, so that these requirements will be binding on each subcontractor or vendor. Contractor must take any action with respect to any subcontract or purchase order as the administering agency may direct as a means of enforcing these requirements, including sanctions for noncompliance. If Contractor becomes involved in or is threatened with litigation with a subcontractor or vendor as a result of direction by the administering agency, then Contractor may request that the United States enter into the litigation to protect the interests of the United States.

In the event that Contractor does not comply with any nondiscrimination clause under this Exhibit C or the Contract, District may cancel, terminate, or suspend the Contract in whole or in part and Contractor may be declared ineligible for further government contracts or federally assisted construction contracts in accordance with procedures authorized in Executive Order 11246 of September 24, 1965. Additional sanctions may be imposed and remedies invoked as provided in that executive order; by rule, regulation, or order of the Secretary of Labor; or as otherwise provided by law.

4. ☐ **Prevailing Wages.** [CHECK THE BOX ONLY IF THE FEDERAL PROGRAM LEGISLATION REQUIRES COMPLIANCE WITH THE DAVIS-BACON ACT] If the Contract is for a prime construction contract for more than $2,000, then Contractor must comply with the Davis-Bacon Act (40 USC §§ 3141 to 3148), as supplemented by 29 CFR Part 5. These requirements include but are not limited to:

   a. Paying prevailing wages to laborers and mechanics in accordance with wage determinations made by the Secretary of Labor;

   b. Paying wages at least once every week; and

   c. Complying with the Copeland "Anti-Kickback" Act (40 USC § 3145), as supplemented by the regulations set forth in 29 CFR Part 3, which prohibits Contractor from inducing any person employed on the construction work to give up any compensation to which that employee is entitled.

   d. ☐ [CHECK THE BOX ONLY IF THE CONTRACT IS ALSO SUBJECT TO OREGON PREVAILING WAGES] Payment of State of Oregon prevailing wages under ORS 279C.800 to .870 is also required under this Contract. Contractor shall pay the higher of the applicable state or federal prevailing rate of wage as provided in the body of the Contract.

5. **Overtime Pay; Safety.** If the Contract involves employment of mechanics or laborers and is for more than $100,000, then Contractor must comply with 40 USC §§ 3702 and 3704, as supplemented by 29 CFR Part 5. These requirements include but are not limited to:

   a. Paying each laborer or mechanic one and a half times the basic rate of pay for all hours that the laborer or mechanic works in excess of 40 hours in any one week; and

   b. Not requiring any mechanic or laborer to work in surroundings or under working conditions that are unsanitary, hazardous, or dangerous to health or safety.

6. **Rights to Inventions.** If the Contract is a "funding agreement" as defined under 37 CFR § 401.2 and the recipient or subrecipient wishes to enter into a contract with a small business firm or nonprofit organization regarding the substitution of parties, assignment, or performance of experimental, developmental, or research work under the funding agreement, then the funding recipient or subrecipient must comply with the requirements of 37 CFR Part 401 and any additional implementing regulations.

7. **Environmental Compliance.** If the Contract is for more than $150,000, than the parties must comply with the Clean Air Act (42 USC §§ 7401 to 7671q) and the Federal Water Pollution Control Act (33 USC §§ 1251 to 1387), including all applicable standards, orders, or regulations issued under these Acts.

8. **Prohibited Contract Awards.** In accordance with 2 CFR Part 180, no contract relating to the Contract may be made with any party included on the list of government-wide exclusions in the System for Award Management.

9. **Anti-Lobbying**. If the Contract is for more than $100,000, any contractor that applies or bids for an award relating to the Contract must file the certification required by 31 USC § 1352, certifying that the contractor has not and will not appropriate federal funds to pay any person or organization influencing or attempting to influence an officer or employees of the federal agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with obtaining a contract, grant, or other award covered by 31 USC § 1352 involving federal funds. The contractor must also disclose any lobbying with nonfederal funds that takes place in connection with obtaining an award of federal funds.

10. **Procurement of Recovered Materials.** The parties must comply with Section 6002 of the Solid Waste Disposal Act, as amended by the Resource Conservation and Recovery Act. The requirements of Section 6002 include but are not limited to:

    a. If the purchase price of the item exceeds $10,000 or the value of the quantity acquired during the preceding fiscal year exceeded $10,000, procuring only items designated in 40 CFR Part 247 that contain the highest percentage of recovered materials practicable, consistent with maintaining a satisfactory level of competition;

    b. Procuring solid waste management services in a manner that maximizes energy and resource recovery; and

    c. Establishing an affirmative procurement program for procurement of recovered materials identified in Environmental Protection Agency guidelines.

Reynolds School District

EACH AND EVERY CHILD PREPARED FOR A WORLD YET TO BE IMAGINED

To: Board of Directors

From: Dr. Christopher Ortiz, Assistant Superintendent of Student & Family Services and District Operations

Prepared by: Jelena Doney, Executive Assistant to the Assistant Superintendent of Student & Family Services and District Operations

Subject: **Authorization to Spend more than $150,000; Five-Year Copier Lease with Pacific Office Automation**

Policy: District Purchasing- DJ

Date: November 18, 2020

Action ☒
Report ☐

Connection to Board Goals

☐ Student Achievement ☐ Equity ☒ Fiscal Responsibility ☐ Communications

School Board Core Belief/Commitment #4: We believe that the heart of a high-performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

Summary:
The existing lease with copiers NW for all copy machines expires December 14, 2020. Interim Director of Technology John Krull sought out proposals from Pacific Office Automation, RICOH and Copiers NW (the current vendor). Pacific Office Automation's proposal includes continuing to use Canon copy machines (current machines are Canons; this will ensure minimal disruptions related to training staff on usage of the new machines), contracted improvements related to service calls, and pricing that uses the OETC contract.

Previous Board Action:
Not Applicable

Background:
District copy machines have been leased in five-year increments during the last 15 years. The contact with Copiers NW expires in December. Throughout our existing contract, there have been concerns regarding turn-around time for repairs. Piggy-backing on the Pacific Office Automation pricing agreement with OETC provides a significant cost savings over-staying with Copiers NW and provisions about our expectations on the turn-around time for repairs is written into the contract.

Financial Implications:
The proposed contract for a five-year lease is for $797,077.20. This provides a cost savings of more than $54,000 on year one and over $274,000 over the course of the agreement.

Alternatives:
Stay with existing vendor for 1 year at a higher price using machines that are six years older.

Staff Recommendation:
I recommend that the Board authorize the expenditure of over $150,000 for the approval of the Pacific Office Automation five-year copier lease agreement.

Motion:
I move that the Board authorize the expenditure of over $150,000 for the approval of the Pacific Office Automation five-year copier lease agreement.

PACIFIC OFFICE AUTOMATION

— PROBLEM SOLVED —

Exhibit C

Reynolds School District – SLA

1. **Guarantees -** Each individual copier installed at any Reynolds School District (RSD) location under this agreement will be required to attain a minimum average of 97% uptime each calendar quarter. RSD must submit written notification to Pacific Office Automation (POA) of any individual copier that does not meet the required 97% uptime requirement for one quarter. POA has 30 days to remedy the performance of the specific copier/Multi-functional Printer (mfp). After the 30 day remedy period, within 30 days if the 97% uptime requirement is still not met, the copier/mfp shall be replaced at the discretion of RSD with equipment of the same or better specifications and the same or lower meter count at no additional cost to RSD. See below for uptime performance matrix. RSD shall be the final authority for determining when equipment must be replaced for non-performance. Within the first 12 months from installation, POA to replace any device not meeting manufacturers standard Specifications with a new like for like device.

   Uptime Performance:

   For purposes of this RFP and any subsequent vendor agreement copier fleet UPTIME shall be measured and reported to OETC based on the following metric: To achieve 100% uptime a unit must be fully functional each workday for the consecutive 11 hour period from 7:00am to 6:00pm (pacific time). Measured and reported on a quarterly basis, 726 operating hours per machine will be the metric used to represent 100% uptime performance.

   Downtime:

   For purposes of this RFP and any subsequent agreement a DOWN COPIER shall be defined and measured as follows: A down copier is defined as any copier that fails to produce a copy when the start button is depressed due to any malfunction requiring that corrective action be taken by the vendor's service technician to render the unit fully functional. The calculation of DOWNTIME shall commence at the time the service call is placed, via email (service90@pacificoffice.com), web (pacificoffice.com) or phone 503-641-2002, and will cease to accumulate once the service technician has demonstrated to a school representative that the unit is once again fully functional (rounded to the nearest hour), or until such time that a fully functional "like kind" replacement unit is placed into service.

2. **Service Response Time -** All emergency service required to meet the specifications of this agreement shall be provided by POA during RSD's normal business hours. POA shall call back on each service call within one hour and physically respond within an average of four hours. In the event that repairs cannot be completed within eight working hours from the first service call placed, loaner equipment shall be provided by POA at no additional cost to RSD upon request. In the event the install equipment employs user-replaceable modules other than toner cartridges/bottles (e.g. fuser, xerographic, developer, drum and/or paper-feeding modules), POA will provide these modules at no extra cost and will make servicing representatives available to replace such modules throughout the term of the agreement at no additional cost.

3. **Outsource Printing Service –** If the print shop devices are down due to service Pacific Office Automation has a production print center that will be able to complete the printing. The cost for the printing will be 10% less per page due to the inconvenience plus the cost of paper or the paper can be provided by the district and POA will pick up the paper at the site designated by the district. POA will also deliver the print jobs to the print center at no additional cost.

   Print Center Contact: printservices@pacificoffice.com,

4. **Cancellation for Non-Performance -** Customer may cancel contract without penalty if POA fails to meet the above referenced uptime performance and service response time guarantees and resolution procedures.

5. **Personal Property Taxes -** Property tax liability is part of the overall pricing and will not be billed independently.

6. **Service and Supply Inclusion -** All parts, toner, labor, staples and anything else it takes to make a copy and maintain the device to the guaranteed standards is included in service contract. Paper is excluded. All preventative maintenance included. Includes photoconductors, heater rollers, developer units, brushes and filters. POA to provide assistance to RSD IT staff for copier network service calls upon request.

7. **Billing Protocol -** POA will provide RSD with a customized billing protocol attended to by our Contract and Collections Manager. Please find her current contact information below. We will set up a strategy meeting with your accounting department and our Billing staff upfront to ensure a seamless process.

   Contact: Holly Marshall
   Email: holly.marshall@pacificoffice.cmo
   Phone: 503-641-2000

8. **Additional Equipment/Upgrades -** RSD may return up to 5 machines in the first 18 months for any downsizing they may need as well as add as many devices as necessary through the term of the contract as a co-terminus add-on or as a new contract including the same service terms and conditions as outlined in Exhibit "C".

9. **Company credit for copies and prints run during service calls -** If the quantity is over 50 copies, POA will credit copies that technicians run during service calls.

10. **End of Contract Removal fees -** There will be no charge for removal of equipment at end of lease or termination of contract.

11. **Supply Delivery Charge Clause** - There will be no charge for delivery of supplies.

12. **Service Rate and Lease Rate Increases** - There will be no increase for the contract term on payments for equipment, service and supplies. New equipment can be added for an additional cost at current cooperative contract pricing.

13. **Building Closure – Non-Appropriations –** If the districts legislative body or other funding authority does not appropriate funds for lease payments for any subsequent appropriation period and RSD does not otherwise have funds available to lawfully pay the lease payments (the "non-appropriation event) RSD may, subject to the conditions herein and upon prior written notice to POA, effective 60 days after the later of POA's receipt of same or the end of RSD's appropriation period, terminate the lease and be released of its obligation to make all lease payments due to POA coming due after the non-appropriation date. The district must provide the non-appropriation notice a certification of a responsible official that non-appropriation event has occurred. In the event of complete contract cancellation due to non-appropriations an opinion of Counsel by RSD legal representative addressed to POA that the verifying that the non-appropriation event as set forth in the non-appropriation notice has occurred. The district will be required to pay all funds due to POA up to the non-appropriation date. If the district has a building closure the district will make its best efforts to find a new location for any remaining equipment. If the district is unable to find a new location the district can remove the device from the contract without penalty. Contract price will reduced by equipment lease expense.

14. **Most Favorable Contract Pricing Clause -** If during the contract term pricing from a cooperative contract available to the district and offered through POA is found to be more favorable than the district contract the most favorable pricing will be provided for the duration of the contract term.

Pacific Office Automation, Inc	Reynolds School District
By: _____	By: _____
Name: _____	Name: _____
Title: _____	Title: _____
Date: _____	Date: _____

PACIFIC OFFICE AUTOMATION

The Northwest's own, the nationally recognized copier company

Equipment Lease Agreement

Agreement # _____

EQUIPMENT

Equipment Model & Description	Serial Number	Accessories

☒ See attached schedule for additional Equipment/Accessories

Equipment Location (if different from Billing Address): _____

SUPPLIER

Pacific Office Automation (Branch 10)
Name

14747 NW Greenbrier Parkway
Address

Beaverton | OR | 97006
City | State | Zip

PURCHASE OPTION AT END OF TERM

☒ **Fair Market Value**

TRANSACTION TERMS

Lease Payment $ 6,936.37 (plus applicable taxes)

Term 60 months

Billing Period: Monthly

The following additional payments are due on the date this Agreement is signed by you:

Security Deposit $ 0.00

Advance Payment $ 0.00 (plus applicable taxes)

~~Document Fee $75.00 (included on first invoice)~~

YOU HAVE SELECTED THE EQUIPMENT. THE SUPPLIER AND ITS REPRESENTATIVES ARE NOT OUR AGENTS AND ARE NOT AUTHORIZED TO MODIFY THE TERMS OF THIS LEASE. YOU ARE AWARE OF THE NAME OF THE MANUFACTURER OF EACH ITEM OF EQUIPMENT AND YOU WILL CONTACT EACH MANUFACTURER FOR A DESCRIPTION OF YOUR WARRANTY RIGHTS. WE MAKE NO WARRANTIES TO YOU, EXPRESS OR IMPLIED, AS TO THE MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, SUITABILITY, OR OTHERWISE. WE PROVIDE THE EQUIPMENT TO YOU AS-IS. WE SHALL NOT BE LIABLE FOR CONSEQUENTIAL OR SPECIAL DAMAGES.

YOUR PAYMENT OBLIGATIONS ARE ABSOLUTE AND UNCONDITIONAL AND ARE NOT SUBJECT TO CANCELLATION, REDUCTION OR SETOFF FOR ANY REASON WHATSOEVER. BOTH PARTIES AGREE TO WAIVE ALL RIGHTS TO A JURY TRIAL. THIS LEASE SHALL BE GOVERNED BY THE LAWS OF OREGON. YOU CONSENT TO THE JURISDICTION AND VENUE OF FEDERAL AND STATE COURTS IN OREGON.

TO HELP THE GOVERNMENT FIGHT THE FUNDING OF TERRORISM AND MONEY LAUNDERING ACTIVITIES, FEDERAL LAW REQUIRES ALL FINANCIAL INSTITUTIONS TO OBTAIN, VERIFY AND RECORD INFORMATION THAT IDENTIFIES EACH PERSON WHO OPENS AN ACCOUNT. WHAT THIS MEANS TO YOU: WHEN YOU OPEN AN ACCOUNT, WE WILL ASK FOR YOUR NAME, ADDRESS AND OTHER INFORMATION THAT WILL ALLOW US TO IDENTIFY YOU. WE MAY ALSO ASK TO SEE IDENTIFYING DOCUMENTS.

BY SIGNING THIS LEASE, YOU ACKNOWLEDGE RECEIPT OF PAGE 2 OF THIS LEASE, AND AGREE TO THE TERMS ON BOTH PAGES 1 AND 2. ORAL AGREEMENTS OR COMMITMENTS TO LOAN MONEY, EXTEND CREDIT OR TO FOREBEAR FROM ENFORCING REPAYMENT OF A DEBT, INCLUDING PROMISES TO EXTEND OR RENEW SUCH DEBT, ARE NOT ENFORCEABLE. TO PROTECT YOU AND US FROM MISUNDERSTANDING OR DISAPPOINTMENT, ANY AGREEMENTS WE REACH COVERING SUCH MATTERS ARE CONTAINED IN THIS WRITING, WHICH IS THE COMPLETE AND EXCLUSIVE STATEMENT OF THE AGREEMENT BETWEEN US, EXCEPT AS WE MAY LATER AGREE IN WRITING TO MODIFY IT.

LESSEE ("You")

Reynolds School District
Full Legal Name

1204 NE 201st Ave
Billing Address

Fairview | OR | 97024
City | State | Zip

Contact Name | Phone | E-mail Address

By: X _____
Name: _____
Title: _____
Date: _____
Federal Tax ID: _____

LESSOR ("We," "Us")

Pacific Office Automation, Inc.

By: _____
Name: Kayla Seibel
Title: Branch Administrative Manager
Date: _____

Unconditional Personal Guaranty

In consideration of Lessor entering into the Lease in reliance on this guaranty, the undersigned unconditionally and irrevocably guarantees to Lessor, its successors and assigns, the prompt payment and performance of all existing and future obligations to Lessor, including the Lease. I agree that (a) this is a guaranty of payment and not of collection, and that Lessor can proceed directly against me personally without resorting to any security or seeking to collect from Lessee, (b) I waive all suretyship defenses including impairment of collateral, failure to properly perfect a security interest in the collateral, and all notices, including those of protest, presentment and demand, (c) Lessor may renew, extend or otherwise change the terms of the Lease without notice to me and I will be bound by such changes, and (d) I will pay all of Lessor's costs of enforcement and collection, including attorneys' fees. This guaranty survives the bankruptcy of Lessee and binds my administrators, successors and assigns. My obligations under this guaranty continue even if Lessee becomes insolvent or bankrupt or is discharged from bankruptcy and I agree not to seek to be repaid by Lessee in the event I must pay Lessor, until you have been paid all amounts owed. This guaranty shall be governed by the laws of Oregon. I consent to the personal jurisdiction and venue of federal and state courts in Oregon.

Printed Name: _____ By: _____ Individually

ADDITIONAL TERMS AND CONDITIONS OF LEASE

1. COMMENCEMENT OF LEASE. Commencement of this Lease and acceptance of the Equipment shall occur upon delivery of the Equipment to you. You agree to inspect the Equipment upon delivery and verify by telephone or in writing such information as we may require. If you signed a purchase order or similar agreement for the purchase of the Equipment, by signing this Lease you assign to us all of your rights, but none of your obligations under it. All attachments, accessories, replacements, replacement parts, substitutions, additions and repairs to the Equipment shall form part of the Equipment under this Lease.

~~2. SECURITY DEPOSIT. The Security Deposit will be held by us, without interest, and may be commingled (unless otherwise required by law), until all obligations under this Lease are satisfied, and may be applied at our option against amounts due under this Lease. The Security Deposit will be returned to you upon termination of the Lease, provided you are not in default, or applied to the last Lease Payment or to the amount we may quote for any purchase or upgrade of the Equipment.~~

3. LEASE PAYMENTS. You agree to remit to us the Lease Payment and all other sums when due and payable each Billing Period at the address we provide to you from time to time. Lease Payments are due whether or not you are invoiced. ~~You authorize us to adjust the Lease Payments by not more than 15% to reflect any reconfiguration of the Equipment or adjustments to reflect applicable sales taxes or the cost of the Equipment by the manufacturer/supplier.~~

4. LEASE CHARGES. You agree to: (a) pay all costs and expenses associated with the use, maintenance, servicing, repair or replacement of the Equipment; (b) pay all premiums and other costs of insuring the Equipment; (c) reimburse us for all costs and expenses (including reasonable attorneys' fees and court costs) incurred in enforcing this Lease; and (d) pay all other costs and expenses for which you are obligated under this Lease. You agree, at our discretion, to either (1) reimburse us annually for all personal property and other similar taxes and governmental charges associated with the ownership, possession or use of the Equipment, or (2) remit to us each Billing Period our estimate of the pro-rated equivalent of such taxes and governmental charges. You agree to pay us an administrative fee for the processing of taxes, assessments or fees which may be due and payable under this Lease. We may take on your behalf any action required under this Lease which you fail to take, and upon receipt of our invoice you will promptly pay our costs (including insurance premiums and other payments to affiliates), plus reasonable processing fees. Restrictive endorsements on checks you send to us will not reduce your obligations to us. We may charge you a return check or non-sufficient funds charge of $25.00 for any check which is returned by the bank for any reason (not to exceed the maximum amount permitted by law).

5. LATE CHARGES. For any payment which is not received by its due date, you agree to pay a late charge equal to the higher of 10% of the amount due or $22.00 (not to exceed the maximum amount permitted by law) as reasonable collection costs.

6. OWNERSHIP, USE, MAINTENANCE AND REPAIR. We own the Equipment and you have the right to use the Equipment under the terms of this Lease. If this Lease is deemed to be a secured transaction, you grant us a security interest in the Equipment to secure all of your obligations under this Lease. You hereby assign to us all of your rights, but none of your obligations, under any purchase agreement for the Equipment. We hereby assign to you all our rights under any manufacturer or supplier warranties, so long as you are not in default hereunder. You must keep the Equipment free of liens. You may not remove the Equipment from the address indicated on the front of this Lease without first obtaining our approval. You agree to: (a) keep the Equipment in your exclusive control and possession; (b) USE THE EQUIPMENT ONLY IN THE LAWFUL CONDUCT OF YOUR BUSINESS, AND NOT FOR PERSONAL, HOUSEHOLD OR FAMILY PURPOSES; (c) use the Equipment in conformity with all insurance requirements, manufacturer's instructions and manuals; (d) keep the Equipment repaired and maintained in good working order and as required by the manufacturer's warranty, certification and standard full service maintenance contract; and (e) give us reasonable access to inspect the Equipment and its maintenance and other records.

7. INDEMNITY. You are responsible for all losses, damage, claims, infringement claims, injuries and attorneys' fees and costs ("Claims"), incurred or asserted by any person, in any manner relating to the Equipment, including its use, condition or possession. You agree to defend and indemnify us against all Claims, although we reserve the right to control the defense and to select or approve defense counsel. This indemnity continues beyond the termination of this Lease, for acts or omissions which occurred during the Term of this Lease. You also agree that this Lease has been entered into on the assumption that we will be entitled to certain tax benefits available to the owner of the Equipment. You agree to indemnify us for the loss of any income tax benefits caused by your acts or omissions inconsistent with such assumption or this Lease. In the event of any such loss, we may increase the Lease Payments and other amounts due to offset any such adverse effect.

X _____ except for those claims related to negligence by POA

8. LOSS OR DAMAGE. If any item of Equipment is lost, stolen or damaged you will, at your option and cost, either: (a) repair the item or replace the item with a comparable item reasonably accept- able to us; or (b) pay us the sum of: (i) all past due and current Lease Payments and Lease Charges, (ii) the present value of all remaining Lease Payments and Lease Charges for the item, discounted at the rate of 6% per annum (or the lowest rate permitted by law, whichever is higher) and (iii) the Fair Market Value of the Equipment. We will then transfer to you all our right, title and interest in the Equipment AS-IS AND WHERE-IS, WITHOUT ANY WARRANTY AS TO CONDITION, TITLE OR VALUE. Insurance proceeds shall be applied toward repair, replacement or payment hereunder, as applicable. In this Lease, "Fair Market Value" of the Equipment means its fair market value at the end of the Term, assuming good order and condition (except for ordinary wear and tear from normal use), as estimated by us.

9. INSURANCE. You agree, at your cost, to: (a) keep the Equipment insured against all risks of physical loss or damage for its full replacement value, naming us as loss payee; and (b) maintain public liability insurance, covering personal injury and Equipment damage for not less than $300,000 per occurrence, naming us as additional insured. You have a choice in how you satisfy these insurance requirements. You may obtain coverage on your own and provide us with evidence of insurance coverage. The policy must be issued by an insurance carrier rated B+ or better by A.M. Best Company, must provide us with not less than 15 days' prior written notice of cancellation, non-renewal or amendment, and must provide deductible amounts acceptable to us. If you do not provide acceptable insurance within 30 days after the start of this Lease, we have the right but no obligation to obtain insurance covering our interest (and only our interest) in the Equipment for the Lease Term and any renewals as would be further described on a letter from us to you. Any insurance we obtain will not insure you against third party or liability claims and may be cancelled at any time. In the event that we elect to obtain such insurance, you will be required to pay us an additional amount each Billing Period for the cost of such insurance and an administrative fee, the cost of which insurance and administrative fee may be more than the cost to obtain your own insurance. We may make a profit on these programs.

10. DEFAULT. You will be in default under this Lease if: (a) you fail to remit to us any payment within ten (10) days of the due date or breach any other obligation under this Lease; (b) a petition is filed by or against you or any Guarantor under any bankruptcy or insolvency law; or (c) you default under any other agreement with us.

11. REMEDIES. If you default, we may do one or more of the following: (a) recover from you, AS LIQUIDATED DAMAGES FOR LOSS OF BARGAIN AND NOT AS A PENALTY, the sum of: (i) all past due and current Lease Payments and Lease Charges, (ii) the present value of all remaining Lease Payments and Lease Charges, discounted at the rate of 6% per annum (or the lowest rate permitted by law, whichever is higher) and (iii) the Fair Market Value of the Equipment; (b) declare any other agreements between us in default; (c) require you to return all of the Equipment in the manner outlined in Section 12, or take possession of the Equipment, in which case we shall not be held responsible for any losses directly or indirectly arising out of, or by reason of the presence and/or use of any and all proprietary information residing on or within the Equipment, and to lease or sell the Equipment or any portion thereof, and to apply the proceeds, less reasonable selling and administrative expenses, to the amounts due hereunder; (d) charge you interest on all amounts due us from the due date until paid at the rate of 1-1/2% per month, but in no event more than the lawful maximum rate; (e) charge you for expenses incurred in connection with the enforcement of our remedies including, without limitation, repossession, repair and collection costs, attorneys' fees and court costs. These remedies are cumulative, are in addition to any other remedies provided for by law, and may be exercised concurrently or separately. Any failure or delay by us to exercise any right shall not operate as a waiver of any other right or future right.

12. END OF TERM OPTIONS; RETURN OF EQUIPMENT. If you are not in default, at least ~~60 days (but not more than 120 days)~~ prior to the end of the Term (or the Renewal Term) you shall give us written notice of your intention at the end of the Term (or the Renewal Term) which election cannot be revoked, to either (a) return all of the Equipment, or (b) purchase all of the Equipment AS-IS AND WHERE-IS, WITHOUT ANY WARRANTY AS TO CONDITION, TITLE OR VALUE, for the Fair Market Value plus applicable sales and other taxes. IF YOU FAIL TO PROVIDE US WITH SUCH ~~60 DAY~~ PRIOR WRITTEN NOTICE, OR HAVING NOTIFIED US, YOU FAIL TO RETURN THE EQUIPMENT, THE TERM OF THIS LEASE SHALL AUTOMATICALLY RENEW FOR ~~ONE ADDITIONAL TERM OF TWELVE (12) MONTHS~~ (the "Renewal Term") and all of the provisions of this Lease shall continue to apply, including your obligation to remit Lease Payments and Lease Charges. If you are in default or you do not purchase the Equipment at the end of the Term (or the Renewal Term), ~~you shall return all of the Equipment, freight and insurance prepaid at your cost and risk, to wherever we indicate in the continental United States, in good order and condition (except for ordinary wear and tear from normal use), packed per the shipping company's specifications. You shall securely remove all data from any and all disk drives or magnetic media prior to returning the Equipment.~~ You will pay us for any loss in value resulting from the failure to maintain the Equipment in accordance with this Lease or for damages incurred in shipping and handling.

30 Days X _____

Month-to-Month X _____

13. ASSIGNMENT. You may not assign or dispose of any rights or obligations under this Lease or sub-lease the Equipment, without our prior written consent. We may, without notifying you, (a) assign this Lease or our interest in the Equipment; and (b) release information we have about you and this Lease to the manufacturer, supplier or any prospective investor, participant or purchaser of this Lease. If we do make an assignment under subsection 13(a) above, our assignee will have all of our rights under this Lease, but none of our obligations. You agree not to assert against our assignee claims, offsets or defenses you may have against us.

14. MISCELLANEOUS. Notices must be in writing and will be deemed given 5 days after mailing to your (or our) business address. You represent that: (a) you have authority to enter into this Lease and by so doing you will not violate any law or agreement; and (b) this Lease is signed by your authorized officer or agent. This Lease is the entire agreement between us, and cannot be modified except by another document signed by us. This Lease is binding on you and your successors and assigns. All financial information you have provided is true and a reasonable representation of your financial condition. You authorize us or our agent to: (a) obtain credit reports and make credit inquiries; (b) furnish payment history to credit reporting agencies; and (c) be your attorney-in-fact for the sole purpose of signing Uniform Commercial Code ("UCC") financing statements. Any claim you have against us must be made within two (2) years after the event which caused it. If a court finds any provision of this Lease to be unenforceable, all other terms shall remain in effect and enforceable. You authorize us to insert or correct missing information on this Lease, including your proper legal name, serial numbers and any other information describing the Equipment. THE PARTIES INTEND THIS TO BE A "FINANCE LEASE" UNDER ARTICLE 2A OF THE UCC. YOU WAIVE ALL RIGHTS AND REMEDIES CONFERRED UPON A LESSEE BY ARTICLE 2A OF THE UCC.

PACIFIC OFFICE AUTOMATION

EQUIPMENT CONTRACT
No._____

Bill TO:

Reynolds School District
NAME

1204 NE 201st Ave
BILLING ADDRESS

Fairview OR 97024
CITY **STATE** **ZIP**

ORDER DATE	PO#	ORDERED BY	SOLD BY
		Reynolds School District	Simon/Roll

QTY	ITEM #	TYPE	DESCRIPTION	UNIT PRICE	TOTAL
			See Exhibit A for Walk Up equipment List		
			See Exhibit B for Production Equipment List		
			See Exhibit C for Service Level Agreement		
					Included
					Included
			Cooperative Agreement: #OETC-16R-Copiers-POA		
			All terms and conditions of OETC Contract apply		
			Delivery/Installation/ Training		
			All service per page costs billed by usage		
Reconciled: __Annually __ Semi-Annually __ Quarterly					
Monthly Equipment Lease and Service Payment: _$6,936.37_____				**SECURITY DEPOSIT**	
AGREEMENT: FROM DATE_12/31/2020_____ TO DATE_12/31/2025_____					
CONDITIONS OF SALE, CONTINGENCIES OR COMMENTS				**SUB-TOTAL**	
Walk up Copier Service Cost per page: B/W - .0042 – Color - .035 Production Copier Service Cost per page: B/W - .0029 – Color .03					
Lease to commence following installation of all devices, approximate completion date December 2020					
Pacific Office Automation to provide a check back to the district for $701.75 * 12 = $8,421.00 equivalent to the value of 1 year of cost for papercut and card readers. The					
Check will be provided to the district following completion of the overall equipment installation and final lease execution.					

By signing this Contract, Customer acknowledges and agrees: (a) this Contract is Non-Cancelable other than where provided; (b) to fully understand all terms and conditions stated herein; and (c) this Contract and the exhibits are the entire agreement between Customer and Pacific Office Automation relating to the equipment and services described herein, and can be changed only by written agreement signed by both parties.

CUSTOMER AUTHORIZATION

_____
SIGNATURE

_____
TITLE **DATE**

APPROVED BY PACIFIC OFFICE AUTOMATION

_____
BY

_____
TITLE **DATE**

Account Code 100.2529.0324.041.052.000
Approved by Legal 11/4/2020

Exhibit A

Make:	Proposed Model:	Proposed Cost (60 Month Lease Option):	Location number	Location name	Address	City	State
Canon	IR 1643if	$13.57	343562	Alder Elementary	17200 SE Alder St	Portland	OR
Canon	DX 6765	$128.26	343562	Alder Elementary	17200 SE Alder St	Portland	OR
Canon	IR 1643if	$13.57	343563	Davis Elementary	19501 NE Davis St	Portland	OR
Canon	DX 6765	$128.26	343563	Davis Elementary	19501 NE Davis St	Portland	OR
Canon	DX 4745i	$64.37	344691	Edgefield Early Childhood	2408 SW Halsey St Bldg G	Troutdale	OR
Canon	DX C5740	$69.87	344691	Edgefield Early Childhood	2408 SW Halsey St Bldg G	Troutdale	OR
Canon	DX 4745i	$64.37	344690	Edgefield OnLine Academy	2408 SW Halsey St Bldg G	Troutdale	OR
Canon	DX 4745i	$64.37	344692	Edgefield Post High	2408 SW Halsey St Bldg G	Troutdale	OR
Canon	DX 4745i	$64.37	344693	Edgefield RLA East	2408 SW Halsey St Bldg G	Troutdale	OR
Canon	IR 1643if	$13.57	343564	Fairview Elementary	225 Main St	Fairview	OR
Canon	DX 6765	$128.26	343564	Fairview Elementary	225 Main St	Fairview	OR
Canon	IR 1643if	$13.57	343566	Glenfair Elementary	15300 NE Glisan St	Portland	OR
Canon	DX 6765	$128.26	343566	Glenfair Elementary	15300 NE Glisan St	Portland	OR
Canon	IR 1643if	$13.57	343574	H.B. Lee Middle School	1121 NE 172nd Ave	Portland	OR
Canon	IR 1643if	$13.57	343574	H.B. Lee Middle School	1121 NE 172nd Ave	Portland	OR
Canon	DX 6765	$128.26	343574	H.B. Lee Middle School	1121 NE 172nd Ave	Portland	OR
Canon	DX 6765	$128.26	343574	H.B. Lee Middle School	1121 NE 172nd Ave	Portland	OR
Canon	IR 1643if	$13.57	343567	Hartley Elementary	701 NE 185th Pl	Portland	OR
Canon	DX 6765	$128.26	343567	Hartley Elementary	701 NE 185th Pl	Portland	OR
Canon	IR 1643if	$13.57	343568	Margaret Scott Elementary	14700 NE Sacramento St	Portland	OR
Canon	DX 6765	$128.26	343568	Margaret Scott Elementary	14700 NE Sacramento St	Portland	OR
Canon	DX 4745i	$64.37	343583	Operations	20311 NE Glisan St Bldg B	Fairview	OR
Canon	DX 4745i	$64.37	343582	Nutrition Services	1214 NE 201st Ave	Fairview	OR
Canon	IR 1643if	$13.57	343581	Reynolds Administration Office	1204 NE 201st Ave	Fairview	OR
Canon	DX 4745i	$64.37	343581	Reynolds Administration Office	1204 NE 201st Ave	Fairview	OR
Canon	DX 6765	$128.26	343581	Reynolds Administration Office	1204 NE 201st Ave	Fairview	OR
Canon	DX C5760	$100.18	343581	Reynolds Administration Office	1204 NE 201st Ave	Fairview	OR
Canon	IR 1643if	$13.57	343577	Reynolds High School	1698 SW Cherry Park Rd	Troutdale	OR
Canon	IR 1643if	$13.57	343577	Reynolds High School	1698 SW Cherry Park Rd	Troutdale	OR
Canon	IR 1643if	$13.57	343577	Reynolds High School	1698 SW Cherry Park Rd	Troutdale	OR
Canon	DX 4745i	$64.37	343577	Reynolds High School	1698 SW Cherry Park Rd	Troutdale	OR
Canon	DX 4745i	$64.37	343577	Reynolds High School	1698 SW Cherry Park Rd	Troutdale	OR
Canon	DX 4745i	$64.37	343577	Reynolds High School	1698 SW Cherry Park Rd	Troutdale	OR
Canon	DX 4745i	$64.37	343577	Reynolds High School	1698 SW Cherry Park Rd	Troutdale	OR
Canon	DX 4745i	$64.37	343577	Reynolds High School	1698 SW Cherry Park Rd	Troutdale	OR
Canon	DX 4745i	$64.37	343577	Reynolds High School	1698 SW Cherry Park Rd	Troutdale	OR
Canon	DX 8786i	$173.59	343577	Reynolds High School	1698 SW Cherry Park Rd	Troutdale	OR
Canon	DX 8786i	$173.59	343577	Reynolds High School	1698 SW Cherry Park Rd	Troutdale	OR
Canon	DX 8786i	$173.59	343577	Reynolds High School	1698 SW Cherry Park Rd	Troutdale	OR
Canon	DX C5740	$69.87	343577	Reynolds High School	1698 SW Cherry Park Rd	Troutdale	OR
Canon	DX 4745i	$64.37	343579	Reynolds Learning Academy	20234 NE Halsey St	Fairview	OR
Canon	DX 4745i	$64.37	343579	Reynolds Learning Academy	20234 NE Halsey St	Fairview	OR
Canon	IR 1643if	$13.57	343575	Reynolds Middle School	1200 NE 201st Ave	Fairview	OR
Canon	IR 1643if	$13.57	343575	Reynolds Middle School	1200 NE 201st Ave	Fairview	OR
Canon	DX 6765	$128.26	343575	Reynolds Middle School	1200 NE 201st Ave	Fairview	OR
Canon	DX 6765	$128.26	343575	Reynolds Middle School	1200 NE 201st Ave	Fairview	OR
Canon	IR 1643if	$13.57	343569	Salish Ponds Elementary	1210 NE 201st Ave	Fairview	OR
Canon	DX 6765	$128.26	343569	Salish Ponds Elementary	1210 NE 201st Ave	Fairview	OR
Canon	IR 1643if	$13.57	343570	Sweetbriar Elementary	501 SE Sweetbriar Lane	Troutdale	OR
Canon	DX 6765	$128.26	343570	Sweetbriar Elementary	501 SE Sweetbriar Lane	Troutdale	OR
Canon	IR 1643if	$13.57	343584	Transportation	20311 NE Glisan St Bldg A	Fairview	OR
Canon	DX 4745i	$64.37	343584	Transportation	20311 NE Glisan St Bldg A	Fairview	OR
Canon	IR 1643if	$13.57	343571	Troutdale Elementary	648 SE Harlow St	Troutdale	OR
Canon	DX 6765i	$128.26	343571	Troutdale Elementary	648 SE Harlow St	Troutdale	OR
Canon	IR 1643if	$13.57	343576	Walt Morey Middle School	2801 SW Lucas Dr	Troutdale	OR
Canon	IR 1643if	$13.57	343576	Walt Morey Middle School	2801 SW Lucas Dr	Troutdale	OR
Canon	DX 6765	$128.26	343576	Walt Morey Middle School	2801 SW Lucas Dr	Troutdale	OR

Canon	DX 6765	$128.26	343576	Walt Morey Middle School	2801 SW Lucas Dr	Troutdale	OR
Canon	IR 1643if	$13.57	343572	Wilkes Elementary	17020 NE Wilkes Rd	Portland	OR
Canon	DX 6765	$128.26	343572	Wilkes Elementary	17020 NE Wilkes Rd	Portland	OR
Canon	IR 1643if	$13.57	343573	Woodland Elementary	21607 NE Glisan St	Fairview	OR
Canon	DX 6765	$128.26	343573	Woodland Elementary	21607 NE Glisan St	Fairview	OR
Canon	VarioPrint DP Line 115	See Exhibit B	343251	District Media Center	1218 NE 201st Ave	Fairview	OR
Canon	VarioPritn DP Line 115	See Exhibiti B	343251	District Media Center	1218 NE 201st Ave	Fairview	OR
Canon	IR 1643if	No Cost	343251	District Media Center	1218 NE 201st Ave	Fairview	OR
Canon	C810	See Exhibit B	343251	District Media Center	1218 NE 201st Ave	Fairview	OR

Total Proposed Monthly Lease for all Walk up devices:	**$4,397.83**
Papercut software Embedded licenses	**$544.25**
Card Readers (63 devices):	**$157.50**
NetTotal Monthly Lease (With papercut):	**$5,099.58**

All Devices proposed include, print, copy, scan, staple. All 67xx series and 87xx series include four paper drawers. All 47xx, 57xx series include two paper trays.

Cost incldues punch units and fax units and all other accessories listed on Addendum A provided by Kathy on October 9th

Service Cost Per Page:	
Walk-Up Copiers - Service Cost per page - Billed By Usage	**$0.0042**
Color Cost per Page - Billed by Usage:	**$0.035**

All costs include delivery, installation, training and ongoing support for the contract duration. Including all papercut supprot and integration.
Service cost per page includes all parts, toner, labor, staples everything excluding paper. See additional terms in SLA provided.

Exhibit B

Production B/W		Monthly Lease Cost (60 Month term - Per Device Cost):	Total for Two Devices:
8116B060AA	**varioPRINT DP Line Main Engine Base Model Set (MFP Model)**	$260.91	$521.82
8116B088AA	varioPrint DP Line 115 APPE Base License Set with Printer Operation Care	$48.26	$96.52
8116B069AA	External Paper Input Module-D1 Set	$92.18	$184.36
0118C002AA	Booklet Finisher-W1 PRO	$115.93	$231.86
5738B002AA	Puncher Unit-BS1	$7.42	$14.84
1140C001AA	Booklet Trimmer-F1	$118.45	$236.90
Total:		**$643.15**	**$1,286.30**
	Optonal:		
0965C006AA	High Capacity Stacker-H1 Set (Can be added at a later date)	$162.83	

Produciton Color Device - 81 pages per minute		Monthly Lease Cost (60 Month term - Per Device Cost):
3238C002AA	**imagePRESS C810 main engine**	$214.50
3245C001AA	**imagePRESS C810 Speed License**	$136.38
3236C001AA	Booklet Finisher-AC1	$46.90
0126C001AA	2/3 Hole Puncher Unit-A1	$5.73
3272C008AA	IPR PRINTER KIT-F1 & Control Panel Set	$97.48
0163C016AA	POD Deck Lite-C1 (11 x 17 side paper deck)	$49.49
Total:		**$550.49**

Total Monthly Lease for Print Center Device Cost:	**$1,836.79**

Color Cost per page for Print Center - Bill By Usage:	**$0.03**
Print Shop Service cost per page - Bill by Usage:	**$0.0029**

All costs include delivery, installation, training and ongoing support for the contract duration.
Service cost per page includes all parts, toner, labor, staples everything excluding paper. See additional terms in Exhibit C.

PACIFIC OFFICE AUTOMATION

— PROBLEM SOLVED —

Exhibit C

Reynolds School District – SLA

1. **Guarantees -** Each individual copier installed at any Reynolds School District (RSD) location under this agreement will be required to attain a minimum average of 97% uptime each calendar quarter. RSD must submit written notification to Pacific Office Automation (POA) of any individual copier that does not meet the required 97% uptime requirement for one quarter. POA has 30 days to remedy the performance of the specific copier/Multi-functional Printer (mfp). After the 30 day remedy period, within 30 days if the 97% uptime requirement is still not met, the copier/mfp shall be replaced at the discretion of RSD with equipment of the same or better specifications and the same or lower meter count at no additional cost to RSD. See below for uptime performance matrix. RSD shall be the final authority for determining when equipment must be replaced for non-performance. Within the first 12 months from installation, POA to replace any device not meeting manufacturers standard Specifications with a new like for like device.

   Uptime Performance:

   For purposes of this RFP and any subsequent vendor agreement copier fleet UPTIME shall be measured and reported to OETC based on the following metric: To achieve 100% uptime a unit must be fully functional each workday for the consecutive 11 hour period from 7:00am to 6:00pm (pacific time). Measured and reported on a quarterly basis, 726 operating hours per machine will be the metric used to represent 100% uptime performance.

   Downtime:

   For purposes of this RFP and any subsequent agreement a DOWN COPIER shall be defined and measured as follows: A down copier is defined as any copier that fails to produce a copy when the start button is depressed due to any malfunction requiring that corrective action be taken by the vendor's service technician to render the unit fully functional. The calculation of DOWNTIME shall commence at the time the service call is placed, via email (service90@pacificoffice.com), web (pacificoffice.com) or phone 503-641-2002, and will cease to accumulate once the service technician has demonstrated to a school representative that the unit is once again fully functional (rounded to the nearest hour), or until such time that a fully functional "like kind" replacement unit is placed into service.

2. **Service Response Time -** All emergency service required to meet the specifications of this agreement shall be provided by POA during RSD's normal business hours. POA shall call back on each service call within one hour and physically respond within an average of four hours. In the event that repairs cannot be completed within eight working hours from the first service call placed, loaner equipment shall be provided by POA at no additional cost to RSD upon request. In the event the install equipment employs user-replaceable modules other than toner cartridges/bottles (e.g. fuser, xerographic, developer, drum and/or paper-feeding modules), POA will provide these modules at no extra cost and will make servicing representatives available to replace such modules throughout the term of the agreement at no additional cost.

3. **Outsource Printing Service –** If the print shop devices are down due to service Pacific Office Automation has a production print center that will be able to complete the printing. The cost for the printing will be 10% less per page due to the inconvenience plus the cost of paper or the paper can be provided by the district and POA will pick up the paper at the site designated by the district. POA will also deliver the print jobs to the print center at no additional cost.

   Print Center Contact: printservices@pacificoffice.com,

4. **Cancellation for Non-Performance -** Customer may cancel contract without penalty if POA fails to meet the above referenced uptime performance and service response time guarantees and resolution procedures.

5. **Personal Property Taxes -** Property tax liability is part of the overall pricing and will not be billed independently.

6. **Service and Supply Inclusion -** All parts, toner, labor, staples and anything else it takes to make a copy and maintain the device to the guaranteed standards is included in service contract. Paper is excluded. All preventative maintenance included. Includes photoconductors, heater rollers, developer units, brushes and filters. POA to provide assistance to RSD IT staff for copier network service calls upon request.

7. **Billing Protocol -** POA will provide RSD with a customized billing protocol attended to by our Contract and Collections Manager. Please find her current contact information below. We will set up a strategy meeting with your accounting department and our Billing staff upfront to ensure a seamless process.

   Contact: Holly Marshall
   Email: holly.marshall@pacificoffice.cmo
   Phone: 503-641-2000

8. **Additional Equipment/Upgrades -** RSD may return up to 5 machines in the first 18 months for any downsizing they may need as well as add as many devices as necessary through the term of the contract as a co-terminus add-on or as a new contract including the same service terms and conditions as outlined in Exhibit "C".

9. **Company credit for copies and prints run during service calls -** If the quantity is over 50 copies, POA will credit copies that technicians run during service calls.

10. **End of Contract Removal fees -** There will be no charge for removal of equipment at end of lease or termination of contract.

11. **Supply Delivery Charge Clause** - There will be no charge for delivery of supplies.

12. **Service Rate and Lease Rate Increases** - There will be no increase for the contract term on payments for equipment, service and supplies. New equipment can be added for an additional cost at current cooperative contract pricing.

13. **Building Closure – Non-Appropriations –** If the districts legislative body or other funding authority does not appropriate funds for lease payments for any subsequent appropriation period and RSD does not otherwise have funds available to lawfully pay the lease payments (the "non-appropriation event) RSD may, subject to the conditions herein and upon prior written notice to POA, effective 60 days after the later of POA's receipt of same or the end of RSD's appropriation period, terminate the lease and be released of its obligation to make all lease payments due to POA coming due after the non-appropriation date. The district must provide the non-appropriation notice a certification of a responsible official that non-appropriation event has occurred. In the event of complete contract cancellation due to non-appropriations an opinion of Counsel by RSD legal representative addressed to POA that the verifying that the non-appropriation event as set forth in the non-appropriation notice has occurred. The district will be required to pay all funds due to POA up to the non-appropriation date. If the district has a building closure the district will make its best efforts to find a new location for any remaining equipment. If the district is unable to find a new location the district can remove the device from the contract without penalty. Contract price will reduced by equipment lease expense.

14. **Most Favorable Contract Pricing Clause -** If during the contract term pricing from a cooperative contract available to the district and offered through POA is found to be more favorable than the district contract the most favorable pricing will be provided for the duration of the contract term.

Pacific Office Automation, Inc	Reynolds School District
By: _____	By: _____
Name: _____	Name: _____
Title: _____	Title: _____
Date: _____	Date: _____

Reynolds School District

EACH AND EVERY CHILD PREPARED FOR A WORLD YET TO BE IMAGINED

To: Board of Directors

From: Dr. Christopher Ortiz - Assistant Superintendent of District Operations and Student & Family Services

Prepared by: Rehana Nelson – Transportation Coordinator

Subject: **Authorization to Spend in Excess of $150,000.00 for 2020-2021 Bulk Fuel Purchases**

Policy: DJ – District Purchasing

Date: November 18 , 2020

Action	XX
Report	☐

Connection to Board Goals

☐ Student Achievement ☐ Equity X Fiscal Responsibility ☐ Communications

School Board Core Belief/Commitment #2: We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities.

Summary:
The District purchases bulk fuel for delivery to our storage tanks located at the Transportation site. The City of Yamhill has a bulk fuel contract awarded to Bretthauer Oil Co. which can be utilized by Reynolds School District for fuel purchases.

Staff is requesting Board authorization to expend more than $150,000 for 2020-2021 fuel purchases.

Background:
The District utilizes two different sizes of fuel tanks for unleaded gasoline and diesel fuel on the Transportation site. The maximum number of gallons that can be received in a single delivery is 5,500 gallons.

An intergovernmental agreement currently exists between the District and the Cities of Fairview and Wood Village for the purchase of bulk fuel from our site at a price per gallon that exceeds the price we pay our bulk fuel providers.

During 2019-2020 the District used a total of 67,467.20 gallons of gas and diesel fuel, with 8,625.00 being gasoline and 58,842.20 being diesel fuel. In all, the District spent a total of $172,410.84 on gas and diesel fuel during 2019-2020.

The State of Oregon procurement network (ORPIN) recognizes contract pricing with a number of vendors for bulk fuel sales. To utilize the State contract, the District would have to agree to a fixed price per gallon above the Daily Portland Rack Price. Unfortunately, that price does not include discounts available to Reynolds School District, because the district can order larger bulk purchases due to our storage capabilities.

The City of Yamhill bulk fuel contract was reviewed by staff and was determined to offer lower pricing than the ORPIN contract and includes contract language to protect the District. The contract is professionally written and covers terms and conditions. The contract requires that good, clean fuel is provided, and it can be no more than four months old. Fuel can degrade due to age which can cause run ability issues that increase gas mileage and engine repair costs. The contract also requires priority fuel delivery in the event of a public emergency or catastrophic event.

The Board approved utilizing the City of Yamhill bulk fuel contract for the 2019-2020 school year.

Because we have been able to utilize intergovernmental cooperative purchasing option with the City of Yamhill's contract with Bretthauer, we have not been conducting fuel price comparisons.

The District will continue to purchase bulk fuel for 2020-2021 from Bretthauer Oil Co. as the company awarded a contract with the City of Yamhill and staff requests authorization to spend more than $150,000 on fuel for the year.

Financial Implications:
The Budget includes the appropriations necessary to purchase fuel in estimated amounts for 2020-2021.

Better pricing for the annual bid award will result in a pass-through benefit to our municipal partners who will also see a lower cost of fuel, as their price is a fixed amount per gallon over the District's cost for fuel purchases. City emergency services will be ensured fuel in the event of a public emergency or catastrophic event.

Staff Recommendation:
Staff recommends the Board authorize an expenditure in excess of $150,000 to Bretthauer Oil Co. for 2020-2021 bulk fuel.

Motion:
I move that the Board authorize an expenditure in excess of $150,000 to Bretthauer Oil Co. for 2020-2021 bulk fuel for an amount not to exceed $0.025 per gallon over the Portland Rack Price utilizing the City of Yamhill contract.

DocuSign Envelope ID: A1320658-DADD-4433-AD9F-392136...

REYNOLDS SCHOOL DISTRICT #7
PERSONAL/PROFESSIONAL SERVICES AGREEMENT

THIS AGREEMENT, entered into by and between the Reynolds School District #7 "RSD" and Bretthauer Oil Company "Contractor", and in consideration of the following covenants, conditions, and considerations:

WITNESSETH:

1. The contractor shall provide RSD with the following information:
   a. Full Name Bretthauer Oil Company
   b. Mailing Address PO Box 1299
   c. Telephone Number 503-648-2531
   d. Federal Tax ID No. 93-0710851 Contractor must submit W9 to RSD's Finance Department
   e. Business Designation (check one): ☐ Individual ☐ Sole proprietorship ☐ Partnership ☑ Corporation Other ☐

Payment information will be reported to the IRS under the name and taxpayer I.D. number provided above. We are required by the Internal Revenue Service to obtain this information in order to report income paid to you by the District. If the information is not provided, we will be required to withhold 31 % of all future payments made to you.

1099 Withholding Exemption: If exempt from backup withholding (form 1099 reporting), check here and check your qualifying reason below:

- ☐ i. Corporation
- ☐ ii. Tax Exempt Charity under 501(a), or IRA
- ☐ iii. The United States or any of its agents or instrumentalities
- ☐ iv. A state, the District of Columbia, a possession of the United States, or any of their political subdivisions
- ☐ v. A foreign government or any of its political subdivisions
- ☐ vi. District will deduct taxes from pay, which will occur monthly

f. Does contractor now have, or have had within the prior year, contracts with other persons or entities to perform services similar to the services being performed hereunder? ☑ Yes ☐ No ☐ N/A

g. Does Contractor have current statutory Worker's Compensation Insurance coverage for all persons performing services under this contract? Yes ☑ No ☐ N/A ☐

2. **Statement of Work**: Contractor agrees to perform the following services for the District (please be specific as to nature and dates of performance and expected time involved) *Attach an exhibit/additional sheet if needed.*

Bretthauer delivers the fuel to Reynolds Schoold District and also manages the cardlock fueling

3. **Contract Term.** This Contract becomes effective on 7/1/2020. Unless terminated earlier as provided below, this Contract shall continue through 7/1/2021.

4. Contractor shall be compensated in the manner provided in either subsection (a) or (b) below, whichever is completed.

DS LB

Not to Exceed

   a. The entire, agreed-upon compensation for the services to be performed under this contract is $300,000, to be paid according to the following schedule of payments Net 15 day per delivery *Use additional sheets if needed.*
   b. If services are to be charged at a periodic rate, rate charged and period: $ per . What is the total estimated compensation $; Additional description of pay, if applicable .

If it appears during the course of this contract that the actual compensation will exceed the estimated amount, the contractor shall notify the RSD Fiscal Department in writing. No payment in excess of the total estimated compensation shall be paid unless the Contractor has notified the Fiscal Office of the increase in time required to

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complete the services, and received approval of Fiscal Office to perform services up to the newly approved contract time.

Exhibits. As a condition to receiving the compensation above, the Contractor shall provide, in addition to the services above stated the following additional documents or reports relating to the service performed:
(Check all that apply)
Exhibit A: Statement of Work ☑; Exhibit B: Contractor's Proposal ☐; Exhibit C: Insurance Requirements ☑;
Other ☐, *describe* .....

If RSD is required by law to withhold any monies from Contractor, e.g., PERS, such withholding shall be deducted from the amount of compensation due to Contractor and the balance shall be paid to Contractor. Contractor must submit an invoice to the RSD Accounts Payable as an application for payment. The invoice shall itemize Contractor's charges and expenses.

5. If total compensation is in excess of $150,000, as stated in Section 4a above, or the estimated charges based upon the rate charge and anticipated time involved as stated in Section 4b above exceed $150,000, this contract shall not be binding upon RSD until approved by the RSD Board of Directors.
   If compensation is to be paid as stated in Section 4b, and it appears that the total payments under this Agreement shall exceed $150,000, Contractor shall notify RSD . RSD shall present this Agreement to the RSD Board of Directors for approval of compensation in excess of $150,000. No compensation shall be due or payable to Contractor in excess of $150,000 (in the aggregate) unless the RSD Board of Directors approves this Agreement.

6. Unless Contractor is a sole proprietorship, prior to performing any labor for this Contract, Contractor shall file with RSD Assistant Superintendent a certificate of insurance evidencing that the persons performing services under this Contract are covered by the Contractor's statutory worker's compensation insurance. Contractor shall maintain such coverage during the term of this Contract.

7. Contractor is being employed as an independent contractor to provide the services stated in Section 2 above. The compensation paid to Contractor shall be for all materials, supplies, and labor required, necessary or convenient for Contractor to provide services to RSD. Contractor shall be responsible for, and shall indemnify and hold RSD harmless from any governmental assessments resulting from Contractor's services or compensation, including but not limited to income tax, social security, worker's compensation, or employment insurance. RSD shall not have the right to direct or control the manner of Contractor's performance. RSD expressly disclaims any acts by its employees who attempt to direct or control Contractor's manner of performance; Contractor shall notify RSD should any RSD employee make an attempt to exercise direction or control over Contractor.

8. Contractor covenants and warrants to RSD that Contractor is an independent business, has performed such services for others in the past or is now performing such services for others, and is skilled and duly qualified to provide the services required under this Agreement.

9. This provision is required by statute. In addition to applicable federal and state laws, ORS 279B.220 requires that Contractor shall:

   a. Make payment promptly, as due, to all persons supplying to the contractor labor or material for the performance of the work provided for in the contract.
   b. Pay all contributions or amounts due the Industrial Accident Fund from the contractor or subcontractor incurred in the performance of the contract.
   c. Not permit any lien or claim to be filed or prosecuted against the state or a county, school district, municipality, municipal corporation or subdivision thereof, on account of any labor or material furnished.
   d. Pay to the Department of Revenue all sums withheld from employees under ORS 316.167.

   If Contractor neglects or refuses to make prompt payment of any claim for labor or services furnished to it by any party in connection with this Contract as such claim becomes due, RSD may pay such claim to the party furnishing the goods or services and subtract the payment amount from funds due or to become due the Contractor. RSD's payment of such a claim shall not relieve Contractor or Contractor's surety, if any, from its obligation to any unpaid claims.

10. Payment for Medical Care: This provision is required by statute. As required by ORS 279B.230 and to the extent any of Contractor's employees are covered by Oregon employment laws, Contractor shall promptly, as due, make payment to any person, co-partnership, association, or corporation, furnishing medical, surgical and hospital care or other needed care and attention, incident to sickness or injury, to the employees of Contractor, of all sums that

Contractor agrees to pay for such services and all moneys and sums that Contractor collected or deducted from the wages of employees under any law, contract, or agreement for the purpose of providing or paying for such service.

11. Non-Appropriation; Adequate Funding: RSD is prohibited from contracting for services for which it has not received appropriated funds. If payment for work under this Contract extends into RSD's next fiscal year, RSD's obligation to pay for such work shall be subject to approval of future Board of Education ("Board") appropriations to fund this Contract. Moreover, continuation of this Contract at specified levels is specifically conditioned on adequate funding under the RSD's budget adopted in June of each year. RSD reserves the right to adjust the level of services provided for in this Contract in accordance with funding levels adopted by the Board. In the event that the RSD is not adequately funded or funds are cut back, the RSD reserves the right to cancel all, or part of this contract.

12. Contractor shall fully indemnify, defend, and hold RSD harmless from any claims, actions, demands, judgment, losses, or costs (including attorney fees) directly resulting or arising out of any negligent act or omission by Contractor. This also applies when only RSD is the sole defendant in the action or lawsuit.

13. Contractor warrants to RSD that it/he/she has general liability insurance coverage in excess of $2,000,000 per occurence, $3,000,000 in the annual aggregatefor General Liability and Property Damage, and that Contractor shall maintain such insurance during the term of this agreement or for such longer time as RSD may request at the time of execution hereof. If Contractor will have physical or virtual access to any RSD students , Contractor is also required to provide proof of insurance for Sexual Abuse and Molestation coverage at the same levels required above.

    Initial if applicable. Contractor warrants to RSD that it/he/she has professional malpractice insurance coverage for any errors or omissions by Contractor for the type of services being performed under this Agreement, with limits not less than $1,000,000 per occurrence.

    Initial if applicable. Motor Vehicle Liability. If Contractor is providing services that require Contractor to transport RSD personnel, students, or property, then in addition to any legally required insurance coverage, Contractor shall maintain motor vehicle liability insurance of at least $1,000,000 for each claim, incident, or occurrence.

    Certificate of Insurance. Upon RSD request, Contractor shall furnish to RSD a current certificate of insurance for each of the above coverage's within 48 hours of RSD request. Each certificate must state the relevant deductible or retention level. For general liability coverage, the certificate must state that RSD, its agents, officers, volunteers, board members and employees are additional insured's with respect to Contractor's services provided under this Contract. The certificate must specify an additional insured endorsement, and Contractor shall attach a copy of the endorsement to the certificate. If requested by RSD, Contractor shall also provide complete copies of insurance policies to RSD for review.

14. Contractor acknowledges that RSD is a public entity, and that persons or entities contracting with public entities are subject to certain state or federal law, rules, or regulations. To the extent any state or federal law, rule, or regulation is applicable to this Agreement, it is hereby incorporated by reference as if stated herein. It shall be Contractor's responsibility to become acquainted with the applicable laws, rules, and regulations, and Contractor shall indemnify and defend RSD in the event Contractor fails to comply with any applicable state or federal law, rule or regulation.

15. Subcontracts and Assignment. Contractor shall not subcontract, assign, delegate, or transfer any of its duties, rights, or interests under this Contract without the prior written consent of RSD. RSD may withhold such consent for any or no reason. If RSD consents to an assignment or subcontract, then in addition to any other provisions of this Contract, Contractor shall require any permitted subcontractor to be bound by all the terms and conditions of this Contract that would otherwise bind Contractor. The parties agree that any such subcontracts shall be construed as matters solely between the Contractor and its subcontractor and shall have no binding effect on RSD. However, the Contractor may not invoice RSD for more than a 10% markup of the subcontractor's goods or services, nor may the Contractor invoice RSD for any markups of the subcontractor's hard costs (e.g. mileage, supplies, background check fees).

16. Successors in Interest. This Contract shall bind and inure to the benefit of the parties, their successors, and approved assigns, if any.

17. No Third Party Beneficiaries. RSD and Contractor are the only parties to this Contract and are the only parties entitled to enforce its terms. Nothing in this Contract provides any benefit or right, directly or indirectly, to third

parties unless they are individually identified by name in this Contract and expressly described as intended beneficiaries of this Contract.

18. Hours of Labor. This provision is required by statute. As required by ORS 279B.020(5), 279B.235(3), and 279C.540(6), for Contractor's employees subject to Oregon employment laws:
    a. Maximum Hours: Employees shall be paid at least time and a half pay for all time worked in excess of 40 hours in any one week and for work performed on Saturdays, Sundays, New Year's Day (Jan. 1), Memorial Day (last Monday in May), Independence Day (July 4), Labor Day (first Monday in September), Thanksgiving Day (fourth Thursday in November), and Christmas Day (December 25).
    b. Exemption: The requirements of Section 15(a) do not apply to individuals who are excluded under ORS 653.010 to 653.261 or under 29 U.S.C. 201 to 209 from receiving overtime.
    c. Notice to Employees: Contractor must give notice in writing to its employees who perform work on this Contract, either at the time of hire or before commencement of work on this Contract, or by posting a notice in a location frequented by employees, of the number of hours per day and days per week that the employees may be required to work.

19. Time Limitation on Claim for Overtime. This provision is required by statute. For Contractor's employees subject to Oregon employment laws and as required by ORS 279C.545, any worker employed by Contractor shall be foreclosed from the right to collect for any overtime provided in ORS 279C.540 unless a claim for payment is filed with Contractor within 90 days from the completion of this Contract, providing Contractor has: (1) Caused a circular clearly printed in boldfaced 12-point type and containing a copy of this section to be posted in a prominent place alongside the door of the timekeeper's office or in a similar place that is readily available and freely visible to workers employed on the work, and (2) Maintained such circular continuously posted from the inception to the completion of this Contract on which workers are or have been employed.

20. Hazardous Materials. Contractor shall notify RSD before using any products containing hazardous materials to which RSD employees, students, or the general public may be exposed. Products containing hazardous materials are those products defined by Oregon Administrative Rules, Chapter 437. Upon RSD request, Contractor must immediately provide Material Safety Data Sheets to RSD for all materials subject to this provision.

21. Errors. Contractor shall perform any and all additional work necessary to correct errors in the work required under this Contract without undue delays or additional cost to RSD.

22. Access to Records; Contractor Financial Records. Contractor agrees that RSD and its authorized representatives are entitled to review all Contractor books, documents, papers, plans, and records, electronic or otherwise ("Records"), directly pertinent to this Contract for the purpose of making audit, examination, excerpts, and transcripts. Contractor shall maintain all Records, fiscal and otherwise, directly relating to this Contract in accordance with generally accepted accounting principles so as to document clearly Contractor's performance. Following final payment and termination of this Contract, Contractor shall retain and keep accessible all Records for a minimum of three years, or such longer period as may be required by law, or until the conclusion of any audit, controversy, or litigation arising out of or related to this Contract, whichever date is later.

23. Ownership of Work Products. Contractor agrees that any and all goods or services provided by or developed for RSD are intended as "works made for hire" by Contractor for RSD. As a work made for hire, all work products (including intellectual property) created by the Contractor, as part of Contractor's performance under this Contract shall be the exclusive property of the RSD. If any such work products contain Contractor's intellectual property that is or could be protected by federal copyright, patent, or trademark laws, Contractor hereby grants RSD a perpetual, royalty-free, fully-paid, non-exclusive, and irrevocable license to copy, reproduce, deliver, publish, perform, dispose of, and use or re-use, in whole or in part, and to authorize others to do so, all such work products. RSD claims no right to any pre-existing work product of Contractor provided to RSD by Contractor in the performance of this Contract, except to copy, use, or re-use any such work product for RSD use only.

24. Work Performed on RSD Property. Contractor shall comply with the following:
    a. Identification: When performing work on RSD property, Contractor shall be in appropriate work attire (or uniform, if applicable) at all times. If Contractor does not have a specific uniform, then Contractor shall provide identification tags and/or any other mechanism the RSD in its sole discretion determines is required to easily identify Contractor. Contractor and its employees shall (i) display on their clothes the above-mentioned identifying information and (ii) carry photo identification and present it to any RSD personnel upon request. If Contractor cannot produce such identification or if the identification is unacceptable to RSD, RSD may provide at its sole discretion, RSD-produced identification tags to Contractor, costs to be borne by Contractor.
    b. Sign-in Required: As required by schools and other RSD locations, each day Contractor's employees are

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present on RSD property, those employees must sign into the location's main office to receive an in-school identification/visitors tag. Contractor's employees must display this tag on their person at all times while on RSD property.

c. No Smoking: All RSD properties are tobacco-free zones; Contractor is prohibited from using any tobacco product on RSD property.
d. No Drugs: All RSD properties are drug-free zones as enforced by local law enforcement.
e. No Weapons or Firearms: Except as provided by statute and RSD policy, all RSD properties are weapons- and firearms-free zones; Contractor is prohibited from possessing on its persons or in its vehicles any weapons or firearms while on RSD property.

25. Unsupervised Contact with Students. This provision is required by statute. "Unsupervised contact" with students, means contact that provides the person opportunity and probability for personal communication or touch with students when not under direct RSD supervision. As required by ORS 326.603, Contractor shall ensure that Contractor, any subcontractors, and their officers, employees, and agents will have no direct, unsupervised contact with students while on RSD property. Contractor will work with RSD to ensure compliance with this requirement. If Contractor is unable to ensure through a security plan that none of its officers, employees, or agents or those of its subcontractors will have direct, unsupervised contact with students in a particular circumstance or circumstances, then Contractor shall notify RSD before beginning any work that could result is such contact. Contractor authorizes RSD to obtain information about Contractor and its history and to conduct a criminal background check, including fingerprinting, of any Contractor officers, employees, or agents who will have unsupervised contact with students. Contractor shall cause its employees and/or subcontractors, if any, to authorize RSD to conduct these background checks. Contractor shall pay all fees assessed by Oregon Department of Education for processing the background check. RSD may deduct the cost of such fees from a progress or final payment to Contractor under this Contract, unless Contractor elects to pay such fees directly. If Contractor has unsupervised contact with students, Contractor acknowledges District's obligations related to reporting of child abuse and sexual conduct. If there are reports or allegations of sexual conduct or abuse involving one of Contractor's employees, Contractor agrees to immediately remove that employee from providing services to the District. Contractor will follow District's requests for removal of such employees following a report or allegation. Contractor will cooperate in any investigation being conducted by District, law enforcement, DHS, ODE and/or TSPC. Contractor has received information regarding abuse and sexual conduct and District will provide current information to Contractor on an annual basis.

26. Confidentiality; FERPA Re-disclosure. Family Education Rights and Privacy Act ("FERPA") prohibits the re-disclosure of confidential student information. Except in very specific circumstances, Contractor shall not disclose to any other party without prior consent of the parent/guardian any information or records regarding students or their families that Contractor may learn or obtain in the course and scope of its performance of this Contract. Any re-disclosure of confidential student information must be in compliance with the re-disclosure laws of FERPA. Contractor is not to re-disclose information without prior written notification to and written permission of RSD.

27. Security. Any disclosure or removal of any RSD matter or property by Contractor shall be cause for immediate termination of this Contract. Contractor shall bear sole responsibility for any liability including, but not limited to attorney fees, resulting from any action or suit brought against RSD because of Contractor's willful or negligent release of information, documents, or property contained in or on RSD property. RSD hereby deems all information, documents, and property contained in or on RSD property privileged and confidential.

28. Employee Removal. At RSD's request, Contractor shall immediately remove any Contractor employee from all RSD properties in cases where RSD in its sole discretion determines that removal of that employee is in RSD's best interests.

29. Remedies. In case of Contractor breach of this Contract, RSD shall be entitled to any other available legal and equitable remedies. In case of RSD breach, Contractor's remedy shall be limited to termination of the Contract and receipt of Contract payments to which Contractor is entitled.

30. Controlling Law; Venue. The parties agree that Oregon law will govern any dispute related to this Contract, and any litigation arising out of the Contract shall be conducted in courts located in Multnomah County, Oregon.

31. Amendments; Renewal. Any amendments, consents to or waivers of the terms of this Contract must be in writing and signed by both parties. The parties may renew this Contract by their signed, written instrument.

32. Counterparts. The parties may execute this Contract in counterparts, each of which constitutes an original and all of which comprise one and the same Contract. Counterparts may be delivered by electronic means.

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33. Entire Agreement. When signed by both parties, this Contract (and any attached exhibits) is their final and entire agreement. As their final and entire expression, this Contract supersedes all prior and contemporaneous oral or written communications between the parties, their agents, and representatives. There are no representations, promises, terms, conditions, or obligations other than those contained herein.

34. Notices. All notices or demands of any kind required or desired to be given by RSD or Contractor must be in writing and shall be deemed delivered upon depositing the notice or demand in the United States mail, certified or registered, postage prepaid, addressed to the respective party at the addresses herein.

35. This contract may be terminated by either party with a 30-day written notice. The RSD can immediately terminate the Agreement if the Contractor and/or any of the Contractor's employees or agents endanger the health or safety of RSD students or employees.

36. Standards. Contractor shall meet the highest standards prevalent in the industry or business most closely involved in providing the appropriate goods or services.

37. Performance. Should the Contractor fail to perform the scope of work or meet the performance standards of the RFP and/or contract, the Contracting Agency may (a) reduce or withhold payment under the contract, (b) require the Contractor to perform, at the Contractor's expense, any additional work necessary to perform the scope of work to meet the performance standards established under the contract, and/or (c) to declare a default of the resulting Contract, to terminate the resulting Contract, and to seek damages and other relief available under the resulting Contract and/or applicable law.

IN WITNESS WHEREOF, the parties do execute this Agreement, and except as provided above, the undersigned warrant to the other that they are executing this agreement pursuant to authority.

Reynolds School District #7	**Contractor**
	Lori M Blair
Superintendent or Authorized Signer	Contractor Signature
	Lori M. Blair
Printed Name	Printed Name
	Customer Relations/Sales
Title	Title
	10/15/2020
Date Signed	Date Signed

Review required for final authorization

.....	.....
Program Director	Date Signed
.....	.....
Site Manager	Date Signed

☐ Account Code for applicable charges 100.2550.0419.041.049.000 ..... required for revenue, expense and pass thru funds. .....
☐ *Board approval required if estimated charges exceed $150,000 Board Approval Date*.....
☐ *Background check completed – required if in direct contact with students*
☐ *Certificate of Insurance Provided*

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Reynolds School District #7

WAIVER OF LIABILITY AND HOLD HARMLESS ADDENDUM FOR COVID-19

This WAIVER OF LIABILITY AND HOLD HARMLESS ADDENDUM, (herein referred to as the "Addendum") amends the terms of the Agreement between Contractor and the Reynolds School District #7. All terms of the Agreement are incorporated herein by this reference.

The novel coronavirus ("COVID-19"), has been declared a worldwide pandemic by the World Health Organization. COVID-19 is extremely contagious and is believed to spread mainly from person-to-person contact. As a result, federal, state, and local governments and federal and state health agencies have provided orders, regulations, and guidance regarding COVID-19.

COVID-19 Liability. Contractor understands the hazards of COVID-19 and is familiar with the Centers for Disease Control Prevention ("CDC") guidelines; and federal, state, and local orders regarding COVID-19. Contractor acknowledges that it understands the circumstances regarding COVID-19 and will take all necessary precautions as provided by the CDC and federal, state, and local governments. Contractor shall indemnify, defend, and hold harmless Reynolds School District #7 from and against any and all claims, demands, lawsuits, judgments, losses, or expenses of any nature arising out of Contractor's failure to follow the CDC, federal, state, or local orders or guidance regarding COVID-19 and that leads to, directly or indirectly, the infection of COVID-19 or any other illness or injury related to COVID-19.

COVID-19 Termination. Reynolds School District #7 may terminate this Agreement immediately and without notice if it is found that Contractor has failed to follow any regulations, orders, or guidance as provided by the CDC and federal, state, and local governments.

Force Majeure. Neither Reynolds School District #7 nor Contractor shall be responsible for delay, default, or termination of contract caused by any contingency beyond their control, including, but not limited to war or insurrection (whether declared or not); plague, epidemic, pandemic, outbreaks of infectious disease or any other public health crisis, including, but not limited to quarantine or other restrictions as directed by state or federal government; compliance with any law or governmental order, rule, regulation or direction; strikes or lockouts by the Parties' own employees; walkouts by the Parties' own employees; fires; natural calamities; riots; or requirements of governmental agencies.

Reynolds School District #7	**Contractor**
_____	Lori M Blair
Superintendent or Authorized Signer	Contractor Signature
_____	Lori M. Blair
Printed Name	Printed Name
_____	Customer Relations/Sales
Title	Title
_____	10/15/2020
Date Signed	Date Signed

Exhibit 1

Bretthauer Oil Co
453 S Washington St
Hillsboro, Or. 97123
503.640.2531
www.bretthauer.com

City of Yamhill
A small taste of Oregon

TSC 147 for Agreement for Trades Services Contract to The City of Yamhill

Date	Services Performed By:	Services Performed For:
June 1, 2018	Bretthauer Oil Co 453 S Washington St Hillsboro, Or. 97123 503.640.2531 www.bretthauer.com	The City of Yamhill City of Yamhill 205 S Maple St. Yamhill, Or. 97148 503.662.3511 www.cityofyamhill.org

This Trade Services Contract (TSC) is for agreed upon services between The City of Yamhill ("The Services Client") and Bretthauer Oil Co. (" The Services Contractor"), effective 7-1-2018 (date). This TSC is drafted and based on the services provided herein..

This TSC # 147 (hereinafter called the "TSC"), effective as of 7-1-2018, is entered into by and between Contractor and Client, and covers services performed by Bretthauer Oil Co, for the City of Yamhill.

Services shall commence on 7-1-2018, and shall continue through 7-1-2020

Section 1- Purpose and Standard of Services

1.1 This contract sets forth the responsibilities and clarifies the relationship between the City of Yamhill and Bretthauer Oil Co.

1.2 All work shall be performed in a professional manner and unless the means or methods of performing a task are specified elsewhere in the TSC, Bretthauer Oil Co. shall employ methods that are accepted and used within the industry in accordance to the governing laws of Oregon.

1.3 Bretthauer Oil Co acknowledges the City of Yamhill's rights to inspect all aspects of services provided, and will provide all documentation as requested.

Section 2- Consideration

Bretthauer Oil Co. shall provide fueling services, via tank wagon, to fuel tanks owned and operated by the City of Yamhill, as well as provide services to hired contractors, needed in the operation of the City of Yamhill. Bretthauer Oil shall provide these services according to the hours acceptable for deliveries according the City, and will provide documentation of deliveries as instructed by the City of Yamhill.

Intergovernmental Cooperative Purchasing

Bretthauer Oil Co agrees to extend identical pricing and services under the same term and conditions to all public agencies in the Northwest region. Any agreed upon quantities between the City of Yamhill and Bretthauer Oil Co. in the services of the City reflect only the City of Yamhill's needs and do not bond any other agency to those amounts.

Term of Contract

The term of the contract shall be for a period of 2 years, with three one year extensions.. The total time of the agreement will not exceed 5 years.

Termination

The contract may be terminated by mutual consent of both parties, or by the City of Yamhill at its discretion with a 30 day written notice. If the agreement is so terminated, Bretthauer Oil Co shall be paid in accordance with the terms of the agreement.

IN WITNESS WHEREOF, the parties hereto have caused this TSC to be effective as of the day, month and year first written above.

The City of Yamhill	Bretthauer Oil Co.
By: Paula L. Zemp	By: Susan Rogers
Name:	Name:
Title: MAYOR	Title: CFO
7/1/2018	7/16/18

Addendum B for TSC 147

I. Services covered in this contract shall be expanded to include: Onsite Fleet Fueling, Commercial cardlock services, and direct transport deliveries of fuel.

The City of Yamhill		Bretthauer Oil Co.	
By:	Paula L. Imp	By:	Susan Rogers
Name:		Name:	
Title:	Mayor	Title:	CFO

EXIHIBIT A

(Standard Terms and Conditions)

PRICE AGREEMENT TSC 147

For

ANNUAL SUPPLY OF FUEL

This Price Agreement is made and entered into this day of June 1, 2018, by and between Bretthauer Oil Co. an Oregon Corporation, hereinafter called Contractor, and the City of Yamhill, a municipal corporation of the State of Oregon, by and through its duly authorized representatives, hereinafter called City. This Price Agreement may refer to the City and Contractor individually as a "Party" or jointly as the "Parties."

W I T N E S S E T H:

ARTICLE I. The Parties hereto mutually covenant and agree to and with each other as follows:

1. SPECIFICATIONS: Contractor shall provide Annual Supply of Fuel to the City of Yamhill. All items shall be delivered or work shall be performed in accordance with contract terms.

2. EFFECTIVE DATE AND DURATION: The initial term of this Price Agreement shall begin on the final execution date stated above and shall expire two years later unless terminated sooner as provided herein. The Parties may agree, by mutual consent, to extend this Price Agreement for an additional 4 years, taken individually or in multiple years. At least thirty (30) days prior to the expiration of the initial term, or extension, the Parties shall commence discussions if they desire to extend the Price Agreement. The Contractor shall provide a written extension proposal within fifteen (15) calendar days following the City's request for such a proposal. However, nothing binds or requires either Party to extend this Price Agreement. The total term of this Price Agreement shall not exceed five (5) years.

3. CONSIDERATION: The City agrees to pay Contractor a sum not to exceed $5,000,000.00 per year for receipt and acceptance of the items ordered under this Price Agreement. Interim payments shall be made to the Contractor according to the schedule identified in Attachment A.

4. INVOICING: The City of Yamhill is a tax-exempt governmental agency. Prices shall not include federal, state, local, or other taxes designated now or hereafter, unless the City is responsible therefore. The Contractor shall submit billings in a timely fashion.

Contractor is at all times solely responsible for billing accuracy and timeliness; Contractor shall provide invoices for the goods and services to the City in paper form. Invoices will not be processed for payment until receipt of a properly completed invoice and until all invoice items are received and satisfactory performance of Contractor has been attained. Invoice payment terms including any offered prompt payment discounts shall start on the date of the invoice.

ARTICLE II. Shipping of goods and materials under this Price Agreement shall not commence until all insurance requirements have been met and certificates thereof have been filed with the Chief Procurement Officer or the Auditor.

5. INSURANCE – PROOF OF COVERAGE: The insurance requirements are as follows: Work shall not commence until all insurance requirements have been met and certificates thereof have been filed with the Chief Procurement Officer or the Auditor.

Insurance - Public Liability and Property Damage

The contractor shall provide and maintain public liability and property damage insurance in the minimum amount of $1,000,000 per occurrence that protects the contractor and the City and its officers, agents and employees from any and all claims, demands, actions and suits for damage to property or personal injury arising from the contractor's work under this Price Agreement

The insurance shall be without prejudice to coverage otherwise existing, and shall name as additional insureds the City and its officers, agents and employees. Notwithstanding the naming of additional insureds, the insurance shall protect each additional insured in the same manner as though a separate policy had been issued to each, but nothing herein shall operate to increase the insurer's liability as set forth elsewhere in the policy beyond the amount or amounts for which the insurer would have been liable if only one person or interest had been named as insured.

The coverage shall apply as to claims between insureds on the policy. The insurance shall provide that the insurance shall not terminate or be canceled without thirty (30) days written notice first being given to the City Auditor. If the insurance is canceled or terminated prior to completion of the Price Agreement, the contractor shall provide a new policy with the same terms. The contractor agrees to maintain continuous, uninterrupted coverage for the duration of the Price Agreement.

Automobile Liability
Automobile liability insurance with a combined single limit of not less than $1,000,000 each occurrence for bodily injury and property damage. The insurance shall include coverage for any damages or injuries arising out of the use of automobiles or other motor vehicles by the

contractor. The insurance shall include coverage for any damages or injuries arising out of the use of automobiles or other motor vehicles by the Contractor.

Workers' Compensation
Prior to the performance of any work under a contract awarded by the City, the contractor shall comply with the workers' compensation law, ORS Chapter 656, as it may be amended, and if workers' compensation insurance is required by ORS Chapter 656, the contractor shall maintain coverage for all subject workers as defined by ORS Chapter 656 and shall maintain a current, valid certificate of workers' compensation insurance on file with the City Auditor for the entire period during which work is performed under the Price Agreement.

Certificate of Insurance
As evidence of the required insurance coverage, contractor shall furnish acceptable insurance certificates to the City with the return of the signed Price Agreement. The certificates shall specify the City of Yamhill as additional insured and shall include a 30-day notice of cancellation clause.

ARTICLE III. In consideration of the premises, and in accordance with the provisions for acceptance and payment for work set forth in these Standard Terms and Conditions and Special Terms and Conditions, the City and Contractor hereby agrees as follows:

STANDARD TERMS AND CONDITIONS

6. INDEPENDENT CONTRACTOR STATUS: The Contractor is engaged as an independent Contractor and shall be responsible for any federal, state, and local taxes and fees applicable to payments hereunder. The Contractor, its subcontractors, and their employees are not employees of the City and are not eligible for any benefits through the City including, without limitation, federal social security, health benefits, workers' compensation, unemployment compensation, and retirement benefits.

7. NO THIRD PARTY BENEFICIARIES: Contractor and City are the only Parties to this Price Agreement and are the only Parties entitled to enforce its terms. Nothing in this Price Agreement gives, assigns or provides any benefit or right, whether directly, indirectly, or otherwise, to third persons.

8. SUCCESSORS IN INTEREST: The provisions of this Price Agreement shall be binding upon and shall inure to the benefit of the Parties hereto, and their respective successors and approved assigns.

9. SURVIVAL: The terms, conditions, representations, and all warranties contained in this Price Agreement shall survive the termination or expiration of this Price Agreement.

10. COMPLIANCE WITH APPLICABLE LAW: In connection with its activities under this Price Agreement, Contractor shall comply with all applicable federal, state and local laws and regulations. All statutory, charter and ordinance provisions applicable to public contracts in the City of Yamhill and the State of Oregon shall be followed with respect to this Price Agreement. The following additional conditions apply to this solicitation and any resultant purchase order or Price Agreement: Appendix A as attached hereto.

The Contractor must be in compliance with the laws regarding conducting business in the City of Yamhill before an award may be made and shall be responsible for the following [identify only those appropriate for the Price Agreement]:

Certification as an EEO Affirmative Action Employer: The Contractor is certified as an Equal Employment Opportunity Employer. The certification will be maintained throughout the duration of the Price Agreement.

Non-Discrimination in Employee Benefits (Equal Benefits): The Contractor has complied by providing the Equal Benefits Compliance Worksheet/Declaration Form.

Business License: The Contractor license is in compliance with the City of Yamhill Business License

11. GOVERNING LAW / VENUE: The provisions of this Price Agreement shall be construed in accordance with the provisions of the laws of the State of Oregon without reference to its conflict of laws provisions. Any action or suits involving any question arising under this Price Agreement shall be brought in the appropriate court in Yamhill County, Oregon. By executing this Price Agreement the Contractor agrees to in personam jurisdiction of the Oregon courts.

12. NONDISCRIMINATION: Contractor agrees to comply with all applicable requirements of federal and state civil rights and rehabilitation statutes, rules, and regulations. Contractor also shall comply with the Americans With Disabilities Act of 1990 (Pub I. No. 101-336) including Title II of that Act, ORS Chapter 659.425, and all regulations and administrative rules established pursuant to those laws.

13. INDEMNITY: Contractor shall hold harmless, defend, and indemnify the City of Yamhill, its officers, employees, and agents, from all claims, demands, suits, actions, losses, damages, liabilities, costs and expenses of whatsoever nature, including all attorney's fees and costs, resulting from or arising out of the activities of Contractor or its officers, employees, subcontractors, or agents including intentional acts, or of its subcontractors, agents or employees under this Price Agreement. Contractor is not responsible for any damages caused by the actions of the City, its officers, employees and agents.

14. ASSIGNMENT OF ANTI-TRUST RIGHTS: By entering into a Price Agreement, the Contractor, for consideration paid to the Contractor under the Price Agreement, does irrevocably assign to the City of Yamhill any claim for relief or cause of action which the

Contractor now has or which may accrue to the Contractor in the future, including, at the City's option, the right to control any such litigation on such claim for relief or cause of action, by reason of violation of 15 USC SS 1-15 or ORS 646.725 or ORS 646.730, in connection with any goods or services provided to the Contractor by any person, which goods or services are used, in whole or in part, for the purpose of carrying out the Contractor's obligation under this Price Agreement.

In the event the Contractor hires subcontractors to perform any of the Contractor's duties under the Price Agreement, the Contractor shall require the subcontractor to irrevocably assign to the City of Yamhill, as a third party beneficiary any right, title or interest that has accrued or may accrue to the subcontractor by reasons of any violation of 15 USC SS 1-15, ORS 646.725 or ORS 646.730, including, at the City's option, the rights to control of any litigation arising thereunder, in connection with any goods or services provided to the subcontractor by any person, in whole or in part, for the purpose of carrying out the subcontractor's obligations as agreed to by the Price Agreementor in pursuance of the completion of the Price Agreement.

In connection with this assignment, it is an express obligation of the Contractor that it will take no action which will in any way diminish the value of the rights conveyed or assigned hereunder to the City of Yamhill. It is an express obligation of the Contractor to advise the City Auditor or the Office of the City Attorney of Yamhill, Oregon:

A. In advance, of its intention to commence any action on its own behalf regarding such claims for relief or causes of action;
B. Immediately, upon becoming aware of the fact that an action has been commenced on its own behalf by some other person or persons, of the pendency of such action; and
C. The date on which it notified the obligor(s) of any such claims for relief or causes of action of the fact of its assignment to the City of Yamhill.

Furthermore, it is understood or agreed that in the event that any payment under such claim is made to the Contractor, it shall promptly pay over to the City of Yamhill its proportionate share thereof, if any, assigned to the state hereunder.

15. SEVERABILITY: In the event that a court, government agency, or regulatory agency with proper jurisdiction determines that this Price Agreement, or any provision of this Price Agreement, is unlawful, this Price Agreement, or that provision of the Price Agreement to the extent it is unlawful, shall terminate. If a provision of this Price Agreement is terminated but the Parties can legally, commercially, and practicably continue without the terminated provision, the remainder of this Price Agreement shall continue in effect.

16. FUNDING: In the event the City, during the adoption of the City's annual budget, reduces, changes, eliminates, or otherwise modifies the funding for any of the projects identified herein, the Contractor agrees to abide by any such decision including revision or termination of services.

17. ASSIGNMENT AND SUBCONTRACTING: This Price Agreement or any interest therein shall not be assigned or subcontracted to any other person or entity without the prior written consent of the City of Yamhill. In the event of transfer without prior written consent, the purported transfer is void and the Contractor remains liable for performance of the Price Agreement. Notwithstanding City approval of a subcontractor, the Contractor shall remain obligated for full performance hereunder, and the City shall incur no obligation other than its obligations to the Contractor hereunder. The Contractor agrees that if subcontractors are

employed in the performance of this Price Agreement, the Contractor and its subcontractors are subject to the requirements and sanctions of ORS Chapter 656, Workers' Compensation.

18. LIENS: Contractor shall not permit any claim to be filed or prosecuted against the City or any lien against the property purchased in connection with this Price Agreement and agrees to assume responsibility should such lien or claim be filed.

19. SUSTAINABLE PROCUREMENT: Pursuant to the City's Sustainable City Principles, which direct City Bureaus to pursue long-term social equity, environmental quality, and economic vitality through innovative and traditional mechanisms, the Contractor is encouraged to incorporate these Principles into their scope of work with the City wherever possible. Therefore in accordance with the Principles and the City's Sustainable Procurement Policy, it is the policy of the City of Yamhill to encourage the use of products or services that help to minimize the human health and environmental impacts of City operations. "Environmentally preferable" means products or services that have a lesser or reduced effect on human health and the environment when compared with competing products or services that serve the same purpose. This comparison may consider raw materials acquisition, production, manufacturing, packaging, distribution, reuse, operation, maintenance, or disposal of the product or service.

Packaging should be minimized to the maximum extent possible without compromising product quality. The City encourages packaging that is reusable, recyclable in local recycling programs, is made from recycled materials, and/or is collected by the vendor for reuse/recycling.

20. FORCE MAJEURE: Neither City nor Contractor shall be held responsible for performance if its performance is prevented by unforeseeable acts or events beyond the Party's reasonable control including, but not limited to: acts of God; fire, flood, earthquakes or other catastrophes; strikes or other labor unrest; power failures, electrical power surges or current fluctuations; nuclear or other civil or military emergencies; or acts of legislative, judicial, executive, or administrative authorities; or any other circumstances that are not within its reasonable control.

21. AMENDMENTS: All changes to this Price Agreement, including changes to the scope of work and Price Agreement amount, must be made by written amendment and approved by the Chief Procurement Officer to be valid. The City's Chief Procurement Officer is authorized to execute amendments to this Price Agreement without the City's further approval, provided such amendments are in writing, signed by both Parties, and approved by the City Attorney's

Office. Contractor understands that City employees have no actual or apparent authority to enter into amendments, except as may be specifically granted by the City Council to the Chief Procurement Officer, or to waive the approval of the City Attorney's office.

22. NON-WAIVER: No waiver, consent, modification, or change of terms of this Price Agreement shall bind either Party unless in writing and signed by both Parties. Such waiver, consent, modification, or change if made, shall be effective only in specific instances and for the specific purposes given. The failure of the City to enforce any provision of this Price Agreement shall not constitute a waiver of that or any other provision.

23. COORDINATION WITH OTHER CONTRACTORS AND OTHER SERVICES: The Contractor shall cooperate fully with other contractors and City employees providing systems or support to the City during installation, operation, or maintenance of the goods and services. This includes planning for and integration of the goods and services provided under this Price Agreement with those provided by others. Further, Contractor shall make every reasonable effort to cooperate with City to minimize and/or prevent any degradation of the other computer and telecommunications systems, equipment, or services of the City by the installation, operation, or maintenance of the goods and services. Contractor's failure to cooperate with the City and other contractors may be grounds for termination as provided herein.

24. ACCESS TO RECORDS: The Contractor shall maintain professional accounting standards and on a current basis, and the City and its duly authorized representatives shall have access to, the books, documents, papers, and records of the Contractor which are directly pertinent to this Price Agreement for the purpose of making audit, examination, excerpts, and transcripts for a period of three (3) years after final payment. Copies of applicable records shall be made available upon request.

25. EMPLOYEES NOT TO BENEFIT: No City employee or elected official of the City shall be admitted to any share or part of this Price Agreement or to any benefit that may arise there from; but, this provision shall not be construed to extend to this Price Agreement if made with a corporation for its general benefit.

SPECIAL TERMS AND CONDITIONS

26. CITY FURNISHED PROPERTY: No materials, labor or facilities will be furnished by the City unless otherwise provided for within this Price Agreement.

27. ADDITIONAL PURCHASES: The City reserves the right to purchase additional materials beyond the quantities stated in the Price Agreement documents at the same prices submitted by the Contractor. Such additional purchases are not guaranteed and will be made at the City's sole discretion. Contractor agrees to extend identical prices and services under the same terms

and conditions to all regional public agencies. Each participating agency will execute its own Contract with the Contractor for its requirements.

Following any initial purchase(s) by the City of Yamhill, additional quantities of the materials listed herein may be purchased to replace or supplement existing supplies and will be funded by various general funding sources of the various agencies.

28. RIGHT TO CHANGE: The City reserves the right to order changes to the goods, materials, equipment and services outlined herein. The City and the Contractor shall determine a fair and equitable cost and if required, additional time for such changes. All such changes shall be ordered in writing and agreed to by the Parties.

29. NOTICE: Except as otherwise stated in this Price Agreement, any notice or demand to be given under this Price Agreement shall be delivered in person or deposited in United States Certified Mail, Return Receipt Requested. Any notices or other communications shall be addressed as follows:

CONTRACTOR:	CITY: City of Yamhill
Bretthauer Oil Co.	Procurement Services
453 SW Washington St.	205 S Maple St.
Hillsboro, OR 97124	Yamhill, Or. 97148

if either Party changes its address or if a Party's representative changes, the other Party shall be advised of such a change in writing, in accordance with this section.

30. EARLY TERMINATION OF PRICE AGREEMENT: The City and the Contractor, by mutual written agreement, may terminate the Price Agreement at any time. The City, on thirty (30) days written notice to the Contractor, may terminate this Price Agreement for any reason deemed appropriate in its sole discretion. Either the City or the Contractor may terminate this Price Agreement in the event of a material breach of the Price Agreement by the other. Prior to such termination, however, the Party seeking the termination shall give to the other Party written notice of the breach and the Party's intent to terminate. If the Party has not entirely cured the breach within seven (7) calendar days of the notice, then the Party giving the notice may terminate the Price Agreement at any time thereafter by giving a written notice of termination.

31. SUSPENSION OF THE WORK: The City may at any time give notice in writing, by electronic mail, or by facsimile to the Contractor to suspend this Price Agreement. The notice of suspension shall specify the date of suspension and the estimated duration of the suspension. In no event shall the Contractor be entitled to any lost or prospective profits or any incidental or consequential damages because of suspension.

32. PAYMENT ON EARLY TERMINATION: In the event of termination under EARLY TERMINATION OF PRICE AGREEMENT hereof, the City shall pay the Contractor for goods and

services in accordance with the Price Agreement prior to the termination date and delivered to City provided that such goods and services conform to Price Agreement specifications and are of use to the City. In the event of termination under EARLY TERMINATION OF PRICE AGREEMENT hereof, by the City due to a breach by the Contractor, then the City shall pay the Contractor for goods delivered and services performed in accordance with the Price Agreement prior to the termination date subject to set off of excess costs, as provided for in Remedies. In the event of early termination all of the Contractor's work product shall become and remain property of the City. Under no circumstances shall the City be subject to early termination penalties for recurring charges for goods or services that the City cancels during the term of this Price Agreement.

33. REMEDIES: In the event of termination under EARLY TERMINATION OF PRICE AGREEMENT by the City due to a breach by the Contractor, then the City may purchase goods and services outstanding from another contractor and the Contractor shall be liable for additional re-procurement costs incurred by the City. The City also shall be entitled to any other equitable and legal remedies that are available. Except as expressly contained in this Price Agreement, the remedies for a breach of this Price Agreement shall not be exclusive, or construed as a limitation on any other equitable and legal remedies that are available, including without limitation rights or remedies that are or may become available under its records according to ORS Chapter 72.7010 to 72.7250.

34. PERMITS AND LICENSES: The Contractor shall be required to have or obtain, at their expense, any and all permits and licenses required by the City and/or County, state and Federal (except FCC radio licenses), pertaining to the materials and services to be provided.

35. SPECIFICATIONS: This Price Agreement authorizes the Contractor to provide and the City to procure those goods, materials, equipment and services, and establishes the terms and conditions for the City to obtain said goods, materials, equipment and services from the Contractor. Goods, materials, equipment and services to be provided under this Price Agreement are described in the Attachments hereto. The Contractor shall provide to the City those goods, materials, equipment and services described in the attachments in accordance with the prices shown herein. Payment shall be made only in accordance with the payment schedule identified herein.

36. WARRANTY: The Contractor shall guarantee its products to be free from defects in materials and workmanship, given normal use and care, within 12 months after delivery and acceptance by the City. The Contractor shall agree to repair and/or immediately replace without charge (including freight inbound and outbound) to the PPB any product or part thereof, which proves to be defective or fails within the warranty period as specified

37. RELEASE OF PROPRIETARY INFORMATION: All information submitted by Contractor shall be public record and subject to disclosure pursuant to the Oregon Public Records Act (ORS 192.410 et seq.), except such portions for which Contractor requests exemption from disclosure consistent with federal or Oregon law. Any portion that the Contractor claims constitutes a

"trade secret" or is "confidential" must meet the requirements of ORS 192.501, 192.502, 646.461 or other state or federal law. Documents with Copyright must be clearly marked.

38. NEWS RELEASES AND PUBLIC ANNOUNCEMENTS: The Contractor shall not use in its external advertising, marketing programs, or other promotional efforts, any data, pictures or other representatives of the City, except with prior specific written authorization from the City.

Contractor shall not issue any news release or public announcement pertaining to this Price Agreement or the project without prior written approval of the City, which may be withheld in the City's sole discretion. A minimum of three (3) business days notice is required for a response to a request for such approval. If approval is not issued within the three (3) business day period, the request shall be deemed denied.

39. INTERGOVERNMENTAL CO-OPERATIVE PURCHASING: The Contractor agrees to extend identical prices and services under the same terms and conditions to all public organizations within Oregon. Quantities stated herein reflect the City of Yamhill usage only. Purchases from other agencies do not affect the Contactor's obligation to the City of Yamhill. Other public organizations will execute their own contracts with the Contractor. The Contractor shall provide quarterly usage reporting of purchases made under the Price Agreement by the City of Yamhill and other public organizations.

40. UNIFORM COMMERCIAL CODE: The provisions of this Price Agreement are not to be construed as exclusive remedies or as a limitation upon rights or remedies that may be or may become available under ORS Chapter 71-83 (Uniform Commercial Code).

41. OREGON HAZARD COMMUNICATION RULES: The Contractor must comply with all provisions of OAR 437, Subsection H: Hazardous Materials. Inquiries concerning compliance should be directed to any office of the Accident Prevention Division or the Workers' Compensation Department central office in Salem

Material Safety Data Sheets (MSDS) shall be provided along with delivery of the product to each Bureau or Division that receives merchandise. The City does not have a centralized Hazard Communication Rules program and supplying MSDS's to one location does not qualify as compliance.

The City reserves the right to refuse and withhold payment for shipments that are not properly labeled or for which an MSDS has not been provided. Noncompliance with OAR 437 is violation of this Price Agreement and justifiable cause for cancellation.

42. NO PURCHASE REQUIREMENT/NON-EXCLUSIVE AGREEMENT: The City is not required to purchase any goods under this Price Agreement. Payment shall be made only for goods actually ordered, delivered, and accepted, whether greater or less than the original estimated quantities. This Price Agreement does not establish an exclusive arrangement between the City

and Contractor, and the City retains the right to purchase the same or similar goods from other providers.

43. ENTIRE PRICE AGREEMENT: This Price Agreement and its Attachments represent the entire Price Agreement between the Parties. This Price Agreement is a final, complete exclusive statement of the terms thereof, and supersedes and terminates any prior Price Agreement, understanding, or representation between the Parties with respect thereto, whether written or oral.

ARTICLE IV. This Price Agreement may be signed in two (2) or more counterparts, each of which shall be deemed an original, and which, when taken together, shall constitute one and the same agreement. It is understood and agreed by the Parties hereto that:

1. Any reference in this Price Agreement to the scope of work or specifications is intended as a convenience to the Parties in administration of the Price Agreement. Therefore, in the absence of an express statement to the contrary herein, any restatement or partial restatement in this Price Agreement of any provision of the scope of work or specifications is not intended, nor shall be construed to change, alter, modify, amend, or delete the requirements of the scope of work or specifications.

2. All statutory, charter and ordinance provisions applicable to public contracts in the City of Yamhill and State of Oregon shall be followed with respect to this Price Agreement.

3. The Contractor certifies that no officer, agent or employee of the City who has a pecuniary interest in this Agreement has participated in preparation of the proposal or resulting Agreement, that the proposal was made in good faith without fraud, collusion, or connection of any kind with any other Offeror of the same proposals, and that the Offeror is competing solely in its own behalf without connection with, or obligation to any undisclosed person or firm.

4. The City and Contractor may conduct this transaction, including any Price Agreement amendments, by electronic means, including the use of electronic signatures.

ATTACHMENT A

1. SCOPE OF WORK: The Contractor shall provide Ethanol and regular grade gasoline blended fuels, and biodiesel and ultra- low sulfur diesel (ULSD) blends. These products are to be delivered to various locations within the City and a few locations outside the City of Yamhill. The biodiesel blends may be requested in a variety of blends from B99 (99% biodiesel and 1% ULSD) to B1 (1% biodiesel and 99% ULSD).

2. SPECIFICATIONS AND TECHNICAL REQUIREMENTS

2.1 REQUIREMENTS, FUNCTIONALITY AND FEATURES Definitions

ASTM - the American Society of Testing and Materials. The standards organization that develops standards for fuel products as well as other products.

Biodiesel - a domestic, renewable fuel for diesel engines comprised of mono-alkyl esters of long chain fatty acids derived from vegetable oils, or animal fats, designated B100, and which meets the specifications of ASTM # D6751-11a "Standard Specification for Biodiesel Fuel (B100) Blend Stock for Distillate Fuels" or revised ASTM specifications.

Biodiesel Blend - a blend of biodiesel fuel meeting ASTM # D6751-11a or revised ASTM specifications and ASTM # D5453 "Test Method for Determination of Total Sulfur in Light Hydrocarbons, Motor Fuels and Oils by Ultraviolet Fluorescence", or revised ASTM specifications, comprised of biodiesel and low sulfur diesel fuels blended by a percentage of each individual component. B5 is 5% biodiesel and 95% diesel fuel. B20 is 20% biodiesel and 80% diesel fuel. B50 is 50% biodiesel and 50% diesel fuel. B99 is 99% biodiesel and 1% diesel fuel. B100 is 100% biodiesel.

BQ-9000 - a voluntary quality control program for producers and distributors that is managed by the National Biodiesel Accreditation Commission. This program accredits the individual producer or distribution firm, not the fuel.

Diesel - ASTM # D975-05 or revised ASTM specifications with less than 5,000 parts per million (ppm) sulfur. ASTM grade no. 2-D S5000 or ASTM grade no.1-D S5000.

Ethanol - a nominally anhydrous, denatured, domestically produced, renewable fuel comprised of ethyl alcohol which meets or exceeds ASTM D-4806-11a "Standard Specification for Denatured Fuel Ethanol for Blending with Gasolines for Use as Automotive Spark-Ignition Engine Fuel" specifications.

Ethanol Blend - a cleaner burning renewable fuel for gasoline type engines consisting of a blend of ethanol and gasoline. Common blends include E10 (10% ethanol & 90% gasoline), E85 (85% ethanol & 15% gasoline). Ethanol blends are blended by the fuel product distributor and delivered in blended form.

Gasoline - Unleaded gasoline meeting minimum octane rating of 87, calculated by RON minus MON divided by 2.

Ultra-Low Sulfur Diesel - ASTM # D975-11 or revised ASTM specifications with less than or equal to 15 parts per million (ppm) sulfur. ASTM grade no. 2-D S15 or ASTM grade no. D-1 S15A.

General Specifications for All Fuel Types
All fuel shall be filtered and free from impurities, including dirt, water, and harmful oils that might cause damage or impairment of vehicle operation. In case of damage directly traceable to contamination, the Contractor shall be responsible for the resulting repair costs. Material Safety Data Sheets (MSDS) shall be provided to each delivery site that receives these products.

The City of Yamhill does not have a centralized Hazard Communication Rules program and supplying MSDS to only one location does not qualify as compliance. The City of Yamhill reserves the right to refuse and withhold payment for shipments that are not properly labeled or for which a current MSDS has not been provided. Non-compliance with Oregon Administrative Rules (OAR) 437, Division 155 is a violation of any agreement that may result from this solicitation and justifiable cause for termination or cancellation of any resulting agreement. Proposers agree to verify and meet the demand rules and regulations of the State of Oregon, Department of Environmental Quality (DEQ), including Volatile Organic Compounds (VOC) Rules, OAR 340-22-100, applicable to supplier operations and user storage tank locations and facilities.

Manufacturing
The City of Yamhill wishes to encourage local and regional businesses. With regard to this project, the City is asking Proposers to indicate the City and State of refining for all fuel products and the City and State location for all blending processes.

Blending
The blending of fuels for the various biodiesel blends shall be completed just prior to delivery of the blended fuel products.
Only in-line, side stream, or ratio blending methods shall be used. Indicate on the Price Form, Item #5, which method you will use during performance under the Price Agreement.

Transportation
Delivery of the fuels included in this solicitation shall be performed promptly following any required blending procedures.

Specifications for Fuel Types

Gasoline
All gasoline furnished shall be standard commercial grade, in compliance with current regulations for such fuel as regulated by the U.S. Environmental Protection Agency (EPA), suitable for the intended use, formulation adjusted for Winter, Transition, and Summer conditions. Gasoline grade (regular) shall have minimum octane ratings (determined and calculated by the Research Octane Number (RON) plus Motor Octane Number (MON) divided by two) of 87 octane. A list of current gasoline tank locations follows.

Ethanol Blends
Ethanol blend fuels will be purchased in various mixes. The Ethanol blend fuels will be blended from Ethanol and unleaded regular grade gasoline. Upon request by the purchaser, the distributor shall supply the sample for testing purposes. As fresh a product as practical shall be provided, but in no case shall the Ethanol product be older than four (4) months from the date of manufacture.

Biodiesel

Biodiesel must meet or exceed ASTM # D6751-11a and ASTM # D5453 or revised specifications. Contractors may be requested to provide test results to verify product meets ASTM specification requirements. The Contractor shall take a sample of the biodiesel product from each batch and seal, label, and store the samples for a period not less than seven (7) months. Upon request by the purchaser, the Contractor shall supply the sample for testing purposes. Biodiesel blends must also be sampled, sealed, labeled and stored for testing purposes. Contractors will provide to the purchaser verifiable quarterly test results confirming the fuel meets the full spectrum of ASTM6751 or if the producer is BQ-9000 certified the test results shall be provided every six (6) months. Fuel is required to be free from contamination resulting in bacteria or condensation. If bacteria are present, the appropriate treatment shall be applied to the fuel at the expense of the Contractor. The fuel will rotate from tanks within a six (6) month period. Biodiesel must be filter-cleaned to five (5) microns or less upon transfer from storage tanks to the local transport vehicle. Blending and handling of biodiesel shall conform to the most current Biodiesel Handling and Use Guidelines as defined by the U. S. Department of Energy. Biodiesel is known to degrade due to age. As fresh a product as is practical shall be provided, but in no case shall the biodiesel product be older than four (4) months from the date of manufacture.

Biodiesel Blends

Biodiesel blends will be purchased in various mixes. The biodiesel blend fuels will be blended from biodiesel fuel and ultra-low sulfur diesel fuels. Fuels shall meet or exceed ASTM # D975-11 or current revised ASTM specifications and ASTM # D6751- 11a or current revised ASTM specifications. The Contractor shall take a sample of the biodiesel blend product from each batch

and seal, label, and store the samples for a period not less than seven (7) months. Upon request by the purchaser, the Contractor shall supply the sample for testing purposes. Blending and handling of biodiesel shall conform to the most current Biodiesel Handling and Use Guidelines as defined by the U. S. Department of Energy. Biodiesel is known to degrade due to age. As fresh a product as practical shall be provided, but in no case shall the biodiesel product be older than four (4) months from the date of manufacture.

Ultra-Low Sulfur Diesel

The City of Yamhill has requirements for Ultra Low Sulphur Diesel (ULSD) fuel (ULSD, ASTM D97593, <15 ppm sulphur, meeting SLBOCLE 3110 grams, ASTM D6078) on an as-needed basis.

2.2. FUEL DELIVERY PROCESS

A request for fuel delivery will be made by E-Mail to the Contractor's designated person at their E-Mail address. Upon receipt of the request the Contractor will have 24 hours to deliver the product requested. If the delivery is not possible within 24 hours the Contractor will immediately notify the requestor as to when the delivery will be made.

Standard hours for acceptance of deliveries in most locations are 7:30 a.m. to 4:30 p.m.

Following the delivery of the product the Contractor shall provide the requestor an E-Mail the same day stating – the type of fuel, quantity delivered, to which tank, and to what station. Also include any information, if applicable, of issues with the fuel station which may have hindered delivery of the fuel.

Proposed delivery prices in Item #2 of the Price Proposal Form shall be inclusive of all shipping and delivery costs. Time is of the essence. Deliveries of goods and/or services must be made no later than the time stated above.

2.3. SAFETY & SECURITY REQUIREMENTS

Public Safety

Public safety may require limiting access to public facilities and public offices, sometimes with little advance notice. The Contractor's employees and agents shall carry sufficient identification to show by whom they are employed and display it upon request to security personnel. The City has the discretion to require the Contractor's employees and agents to be escorted to and from any public office or facility.

Safety

The Contractor must comply strictly with all applicable local, municipal, state, and federal laws, orders, and regulations pertaining to health or safety, including without limitation the Occupational Safety and Health Act of 1970. All materials, equipment, and facilities furnished by the Contractor in connection with the performance of the Work must comply therewith.

2.4 PUBLIC EMERGENCY

The Contractor shall provide priority fuel delivery in the event of a declared public emergency or catastrophic event in order to provide emergency services to the community. Deliveries shall be within 24 hours after notification of need. Contractor may add a reasonable charge to cover additional delivery costs involved, if any, due to added difficulties in delivering fuel.

3. WORK PERFORMED BY THE CITY

City bureaus shall make available sufficient staff personnel time as is required to meet with the Contractor and provide any required information. The Office of Management and Finance has assigned a Strategic Sourcing Program Coordinator who will oversee administration of the Price Agreement and provide support as needed to help resolve issues which may arise.

The City shall be responsible for implementing and maintaining usual, customary and appropriate internal accounting procedures and controls, internal controls and other

appropriate procedures and controls for the City. These controls will include information technology, proprietary information, and trade secret safeguards if appropriate to City work.

4. TIME IS OF THE ESSENCE: Contractor shall make every reasonable effort to meet established delivery dates and other deadlines. Circumstances that may delay the delivery of goods and services from established delivery dates and other deadlines, including excusable delays and force majeure events, shall be reported to the City immediately upon discovery. The City and Contractor shall mutually agree upon any schedule or pricing change due to excusable delays or force majeure events in writing. In the event Contractor does not meet the established delivery dates or other deadlines and Contractor has failed to cure such breach within fifteen (15) days of written notice by the City, the City may obtain the undelivered goods and/or non-performed service from another source, and no recurring charges, one-time charges, or termination charges or other penalties shall be due the Contractor. In addition, the City will be entitled to reasonable compensation as stated under REMEDIES.

5. ESCALATION/DE-ESCALATION CLAUSE: Pricing established in this Price Agreement may be adjusted up or down after the initial first year. Requests for increases shall be supported by submission of: manufacturer's price change notices; corresponding changes in the Contractor's wholesale posted or book prices in effect to all similar classes of customers; or documentation of other cost increases affecting prices in this Price Agreement. Additionally, all price reductions shall be passed on, in total, as of the effective date. The City of Yamhill shall have the option of accepting the price increase or canceling the balance of the Price Agreement. The Contractor shall notify the City of all price increases and decreases as far in advance of the effective date as possible. No upward price adjustment of any sort will be allowed during the first year of the Price Agreement period. All decreases will be passed on to the City as of the effective date, not at the end of the first year. All adjustments to pricing shall be finalized by both parties executing an amendment to this Price Agreement.

ATTACHMENT B
(THE PROPOSED AND AGREED-UPON PRICING SHALL BE INSERTED HERE)
APPENDIX A
Contractor shall observe all applicable state and local laws pertaining to public contracts including the City's Equal Benefits Ordinance and its administrative rules, all of which are incorporated by this reference. Failure to comply with the Ordinance permits the City to impose sanctions or require remedial actions as stated in Section 13.1 of the rules. ORS Chapters 279A, 279B and 279C require every public contract to contain certain provisions. Pursuant to those chapters, the following provisions shall be a part of this contract, as applicable.

- Pursuant to ORS 279B.220, on every public contract, the contractor shall make payment promptly, as due, to all persons supplying to the contractor labor or material for the performance of the work provided for in the contract; shall pay all contributions or amounts due the Industrial Accident Fund from the contractor or subcontractor incurred in the performance of the contract; not permit any lien or claim to be filed or prosecuted against the state or a county, school district, municipality, municipal corporation or subdivision thereof, on

account of any labor or material furnished, and; pay to the Department of Revenue all sums withheld from employees under ORS 316.167.

- Pursuant to ORS 279C.505, on public improvement contracts, the contractor shall make payments promptly, as due, to all persons supplying to such contractor labor or material for the prosecution of the work provided for in such contract. The contractor shall pay all contributions or amounts due the Industrial Accident Fund from such contractor or subcontractor incurred in the performance of the contract. The contractor shall not permit any lien or claim to be filed or prosecuted against the state, county, school district, municipality, municipal corporation or subdivision thereof, on account of any labor or material furnished. The contractor shall pay to the Department of Revenue all sums withheld from employees pursuant to ORS 316.167. Contractor shall demonstrate that an employee drug-testing program is in place.
- Pursuant to ORS 279C.510 (1), in every public contract for demolition the contractor shall salvage or recycle construction and demolition debris, if feasible and cost-effective. Pursuant to ORS 279B.225 and 279C.510 (3) in every public contract and every public improvement contract for lawn and landscape maintenance, the contractor shall compost or mulch yard waste material at an approved site, if feasible and cost-effective.
- Pursuant to ORS 279B.230(1), in every public contract, the contractor shall promptly, as due, make payment to any person, co-partnership, association or corporation furnishing medical, surgical and hospital care services or other needed care and attention, incident to sickness or injury, to the employees of the contractor, of all sums that the contractor agrees to pay for the services and all moneys and sums that the contractor collected or deducted from the wages of employees under any law, contract or agreement for the purpose of providing or paying for the services.
- Pursuant to ORS 279B.230(2), in every public contract, all subject employers working under the contract are either employers that will comply with ORS 656.017 or employers that are exempt under ORS 656.126.
- Pursuant to ORS 279B.235(1), persons may not be employed for more than 10 hours in any one day, or 40 hours in any one week, except in cases of necessity, emergency or when the public policy absolutely requires it. In such cases, the employee shall be paid a) at least time and half pay for all overtime in excess of 8 hours in any one day or 40 hours in any one week when the work week is five consecutive days, Monday through Friday; or b) for all overtime in excess of 10 hours in any one day or 40 hours in any one week when the work week if four consecutive days, Monday through Friday; and c) for all work performed on Saturday and on any legal holiday specified in ORS 279B.020.
- Pursuant to ORS 279C.515(1), on public improvement contracts, if the contractor fails, neglects or refuses to make prompt payment of any claim for labor or services furnished to the contractor or a subcontractor by any person in connection with the public contract as such claim becomes due, the proper officer or officers representing the state, county, school district, municipality, municipal corporation or subdivision thereof, as the case may be, may pay such claim to the person furnishing the labor or services and charge the amount of the payment against funds due or to become due the

contractor by reason of such contract. The payment of a claim in the manner authorized by ORS 279C.515 shall not relieve the contractor or the contractor's surety from obligation with respect to any unpaid claims.

- Pursuant to ORS 279C.515(2), on public improvement contracts, if the contractor or a first-tier subcontractor fails, neglects or refuses to make payment to a person furnishing labor or materials in connection with the public improvement contract within 30 days after receipt of payment from the contract agency or a contractor, the contractor or first-tier subcontractor shall owe the person the amount due plus interest charges commencing at the end of the 10-day period that payment is due under ORS 279C.580(4) and ending upon final payment, unless payment is subject to a good faith dispute as defined in ORS 279C.580. The rate of interest charged to the contractor or first-tier subcontractor on the amount due shall equal three times the discount rate on 90-day commercial paper in effect at the Federal Reserve Bank in the Federal Reserve district that includes Oregon on the date that is 30 days after the date when payment was received from the contracting agency or from the contractor, but the rate of interest may not exceed 30 percent. The amount of interest may not be waived.
- Pursuant to ORS 279C.515 (3), in every public improvement contract and every contract related to the public improvement contractor, if the contractor or subcontractor fails, neglects or refuses to make payment to a person furnishing labor or materials in connection with the public improvement contract, the person may file a complaint with the Construction Contractors Board, unless payment is subject to a good faith dispute as defined in ORS 279C.580.
- Pursuant to ORS 279C.520, no person shall be employed for more than 10 hours in any one day, or 40 hours in any one week, except in cases of necessity, emergency, or where the public policy absolutely requires it, and in such cases, except in cases of contracts for personal services as defined in ORS 279C.100, the employee shall be paid at least time and a half pay for all overtime in excess of eight hours a day or 40 hours in any one week when the work week is five consecutive days, Monday through Friday; or for all overtime in excess of 10 hours a day or 40 hours in any one week when the work week is four consecutive days, Monday through Friday; and for all work performed on Saturday and on any legal holiday specified in ORS 279C.540. The contractor shall give notice to employees who work on a public contract in writing, either at the time of hire or before commencement of work on the contract, or by posting a notice in a location frequented by employees, of the number of hours per day and days per week that the employees may be required to work. In the case of contracts for personal services as defined in ORS279C.100, an employee shall be paid at least time and a half for all overtime worked in excess of 40 hours in any one week, except for individuals under these contracts who are excluded under ORS 653.010 to 653.261 or under 29 U.S.C. sections 201 to 209 from receiving overtime. Persons employed under contracts for services shall receive at least time and a half pay for work performed on the legal holidays specified in a collective bargaining agreement or in ORS 279C.540 (1) (b)(B) to (G) and for all time worked in excess of 10 hours a day or in excess of 40 hours in a week, whichever is greater. The contractor shall give notice to employees who work on a contract for services in writing, either at the time of hire or before commencement of

work on the contract, or by posting a notice in a location frequented by employees, of the number of hours per day and days per week that the employees may be required to work.

- Pursuant to ORS 279C.530(1), in every public improvement contract, the contractor shall promptly, as due, make payment to any person, co- partnership, association or corporation, furnishing medical, surgical and hospital care or other needed care and attention, incident to sickness or injury, to the employees of such contractor, of all sums which the contractor agrees to pay for such services and all monies and sums which the contractor collected or deducted from the wages of employees pursuant to any law, contract or agreement for the purpose of providing or paying for such service. In every public contract, subject to ORS 279C, all employers working under the contract are subject employers that shall comply with ORS 656.017.
- Pursuant to ORS 279C.580(3)(a), the contractor shall include in each public improvement subcontract for property or services entered into by the contractor and a subcontractor, including a material supplier, for the purpose of performing a construction contract, a payment clause that obligates the contractor to pay the subcontractor for satisfactory performance under its subcontract within 10 days out of such amounts as are paid to the contractor by the public contracting agency under such contract, and an interest penalty clause that obligates the contractor to pay to the subcontractor an interest penalty on amounts due in the case of each payment not made in accordance with the payment clause included in the subcontract pursuant to ORS 279C.580 (3), for the period beginning on the day after the required payment date and ending on the date on which payment of the amount due is made, and computed at the rate specified in ORS279C.515 (2).
- Pursuant to ORS 279C.580(4), the contractor shall include in each of its subcontracts for a public improvement, for the purpose of performance of such contract condition, a provision requiring the subcontractor to include a payment clause and an interest penalty clause conforming to the standards of ORS 279C.580 (B) (4) in each of its subcontracts and to require each of its subcontractors to include such clauses in their subcontracts with each lower-tier subcontractor or supplier.
- Pursuant to ORS 279C.830(1)(a) workers shall be paid not less than the specified minimum hourly rate of wage in accordance with ORS 279C.838 and 279C.840.

ATTACHMENT A - Pricing

Transport Load (5,000+ Gallons) – Freight Charged in Addition to Fuel

Item#	Description	Unit Price /US Gallon	Multiply by	Extended Price
1	Indicate the gross cost mark-up or mark-down per gallon above the available Portland, OR OPIS #935 UNBRANDED LOW RACK price on the 10 am Eastern listing for the following commodities:			
1.1	10% Ethanol Gasoline	$ .04	1,200,000	$ 48,000
1.2	85% Ethanol Gasoline	$ .04	10,000	$ 400
1.3	B5 Biodiesel	$ .02	250,000	$ 5,000
1.4	B20 Biodiesel	$ .02	300,000	$ 6,000
1.5	B30 Biodiesel	$ .02	300,000	$ -30,000
1.6	B99 Biodiesel	$ .02	100,000	$ -100,000
1.7	FO5 Furnace Oil (#2 Diesel B5 Dist.)	$ .08	50,000	$ 4,000

Tank Wagon (Less Than 5,000 Gallons) – No Freight Charge on TW

Item#	Description	Unit Price /US Gallon
2	Indicate the gross cost mark-up from cost (based on cost from the pulled source terminal or inventory)	
2.1	Less than 150 Gallons	$ 0.41
2.2	150-499	$ 0.26
2.3	500-999	$ 0.21
2.4	1,000-1,999	$ 0.17
2.5	2,000-4,000	$ 0.13

2.20	**Reynolds School District, 20311 NE Glisan, Fairview, OR 97024**				
2.20a	One (1) 6,000 Gallon Under Ground Tank, Gasoline - E10 –Transport price.	$ .0464		30,000	$ 750
2.20b	One (1) 14,000 Under Ground Tank, Biodiesel - B5 - Transport price.		$ .0516	245,000	$ 6,125

2.21	**Yamhill Carlton School District, 120 N. Larch Place, Yamhill, OR 97148**				
2.21a	Two (2) 10,000 Gallon & One (1) 8,000 Gallons UST, Furnace Oil – FO5 – Transport price.		$ .10	37,120	$ 3,712
2.21b	One (1) 4,000 Gallon, One (1) 1,500 Gallon, & one (1) 1,000 Gallon Tanks, Furnace Oil – FO5 –Tank Wagon price.		$ .16	10,842	$ 1,735
	*1,000 gallon tank provided by Bretthauer Oil Co.				

2.22	**Tualatin Valley Water District 1850 SW 170th AVE Beaverton Or. 97003**		
2.22A	One 8,000 gallon tank B-5 / R-99 Transport price	$ .02	
2.22B	One 12,000 gallon tank UN-10 Transport price	$ .04	

ADDENDUM A

FUELS

The contractor shall have a currently functional automated key/cardlock system for purchase of gasoline and diesel fuels meeting the following requirements:

a. All motor fuels shall be free from impurities including, but not limited to water, dirt, harmful oils, fibrous materials, and other petroleum products or contaminants.
b. In case of damage directly traceable to the contaminated motor fuel at a site, the Contractor shall be responsible for the damage costs.
c. Fuel storage tanks shall comply with current and future Federal and State Regulations as implemented.
d. All fuels shall comply with applicable industry and government standards and specifications.
e. Regular unleaded gasoline shall have a minimum octane rate of 87.
f. Medium duty unleaded gasoline shall have a minimum octane rating of 89.
g. Super-unleaded gasoline shall have a minimum octane rating of 91.
h. Diesel fuel shall be Ultra Low Sulfur Diesel at a blend of 5% biodiesel as currently specified by the state of Oregon, shall be winterized for the months of October through March to a cloud point not higher than zero degrees Celsius above the tenth percentile minimum ambient temperature for the area in which the fuel is sold.
i. Renewable Diesel is offered by the contractor and is available upon request.
j. Note: Each commercial fuel site shall include one (1) unleaded fuel of the higher-octane rating fuels (89 or 91) along with the regular unleaded and (on-road) diesel fuel.

FUEL AVAILABILITY

The Contractor shall maintain supplies of regular unleaded gasoline, super unleaded, both on-road and off-road diesel to meet fuel requirements for the City on a 24-hour per day and 365 days per year (or 366 days in a leap year), during adverse weather conditions, National and State (Civil Defense) emergencies and fuel shortages.

The Contractor must be able to provide both gasoline and/or diesel fuel anywhere in the City's jurisdiction with a minimum 2-hour response time. The Contractor is required to provide an emergency response contact number that is available 24-hours and 365 days per year (or 366 days in a leap year). If the Contractor charges an additional fee for this, it must be stated in the contractor's prices submitted in this RFP.

The minimum fuel inventory required at the captive sites shall be no less than 1,000 gallons. Contractor shall monitor all fuel inventories at captive sites on a daily basis.

CARDLOCK SITE FUEL LOCATIONS

Contractor shall supply a list of their commercial key/cardlock fuel system that the City will be allowed to utilize. Contractor should also provide information on the types of fuel available at each location.

KEY/CARDLOCK DEVICES

Contractor shall provide the City with the required number of key/cardlock devices for dispensing motor fuels. The key/cardlock system and devices shall have individually unique characteristics to provide maximum security measures to protect our agencies from fraud. There shall be two types of systems, one being a single key or card and the other being a floating pin system. Each system shall have a code ID to identify the driver fueling and the vehicle. Upon receiving a request from the Contract Administrator, the contractor shall provide the key/card devices within three (3) working days. Each proposer shall supply samples of the forms used to issue the key/card devices. There shall be no charges for the issuance of key/card devices.

KEY/CARDLOCK INVALIDATION

Contractor shall have in place a system that will receive and respond to an invalidation notification within eight (8) hours. Notification of a misplaced or stolen key/cardlock device shall be provided immediately to the Contractor by each user of the misplaced or stolen key or card that requires deactivation. Literature shall be provided by each proposer explaining its invalidation notification methods and procedures. Proposing contractors should include a sample of this literature with their proposal. Contractor shall be required to be insured to cover all unauthorized transactions due to theft or loss of a card so long as required transaction by Pacific Pride limits are put in place.

KEY/CARDLOCK INVALIDATION LIABILITY

The Contractor shall be responsible for purchases at any of its key/cardlock sites after eight (8) hours has expired following notification of invalidation. The City shall be responsible for purchases in the first eight (8) hours up to $100.00 after verbal notification of invalidation. Each proposer shall describe additional dollar limitations (if any) available in regard to the agency liability.

Additional dollar limitations: In consideration of additional specific dollar limitations the City agrees:

a. Not to place applicable security codes on key/card devices; and
b. To cooperate with Contractor in identifying the person(s) responsible for charges in excess of the agreed upon dollar limitations.

VALID VEHICLES

Purchase charges for valid vehicles shall be paid by the City. Any charge not corresponding to a valid vehicle shall result in notification to the Contractor and shall be deducted from the billing.

CARDLOCK SYSTEMS CARDS AND INFORMATION

Contractor shall provide the necessary card(s) for initial and follow-up issue. Upon receiving a request for additional card(s), the contractor shall provide the additional card(s) within three (3) working days of the request. Printed instruction, information sheets, on-location instructions, and fuel location maps shall be provided for each card when requested, updated and/or changed at no charge. Replacement cards will be provided at no cost to the City.

DETAILED BILLING REPORT/ SUMMARY STATEMENT

The Contractor shall provide a semimonthly (the 15th and the last day of the month) summary statement to the City, within five (5) business days of the end of each billing cycle. All reports shall include the following:

a. Purchase date,
b. Purchase location,
c. Cardholder name, or ID number that is making purchase,
d. Vehicle ID number,
e. Odometer reading,
f. Type of fuel purchased,
g. Number of gallons purchased,
h. Price per gallon,
i. Total purchase price.

Contractor must be capable of transmitting billings electronically to each agency in file is readable by the City's vehicle information management system and can be opened and manipulated with Microsoft Excel.

Summary statements must include subtotals for each of the City's divisions and a grand total for the period for the entire City.

PRICING

The price per gallon shall be the proposer's mark-up cost over the transfer price per gallon for the fuel. The City will pay only a price per gallon.

a. Markup cost shall include all of the proposer's costs over the transfer price of fuel. For example, but not limited to:
   1) Per transaction cost;
   2) Costs associated with initial setup and distribution of cards;
   3) Costs for additional cards;
   4) Accounting fees; and
   5) Emergency power requirement costs.
b. Markup cost shall not include wholesale purchase price or applicable taxes.
c. No finance charges shall be charged for payments made within 60 days of billing date.
d. The City understands that the Contractor's price is based on the site transfer price, which varies at different sites, reflecting variations in transport cost and site expenses. The City also understands that the site transfer price is based rack averages for the market, and that the price will vary over time depending on fluctuations in the rack prices. The Contractor will base its price to the City on the site transfer price plus the quoted markup cents per gallon.
e. Sample Pricing: For the purpose of determining, the cost to the City, the Contractor will base its price to the City on the site transfer price plus the quoted markup cents per gallon.

City of Yamhill

Name Lynette Foster

Title Mayor

Date 4/16/2020

Bretthauer Oil Company

Name [illegible]

Title President

Date April 14, 2020

Services Shall Continue Through 7/1/2021

Addendum B for TSC 147

I. Services covered in this contract shall be expanded to include: Onsite Fleet Fueling, Commercial cardlock services, and direct transport deliveries of fuel.

The City of Yamhill

By: Paula L. Imp
Name:
Title: Mayor

Bretthauer Oil Co.

By:
Name:
Title: President

Bretthauer Oil Co
453 S Washington St
Hillsboro, Or. 97123
503.640.2531
www.bretthauer.com

City of Yamhill
A small taste of Oregon

TSC 147 for Agreement for Trades Services Contract to The City of Yamhill

Date

June 1, 2018

Services Performed By:

Bretthauer Oil Co
453 S Washington St
Hillsboro, Or. 97123
503.640.2531
www.bretthauer.com

Services Performed For:

The City of Yamhill
City of Yamhill
205 S Maple St.
Yamhill, Or. 97148
503.662.3511
www.cityofyamhill.org

This Trade Services Contract (TSC) is for agreed upon services between The City of Yamhill ("The Services Client") and Bretthauer Oil Co. (" The Services Contractor"), effective _____ (date). This TSC is drafted and based on the services provided herein..

This TSC # 147 (hereinafter called the "TSC"), effective as of _____, is entered into by and between Contractor and Client, and covers services performed by Bretthauer Oil Co, for the City of Yamhill.

Services shall commence on _____, and shall continue through _____.

Section 1- Purpose and Standard of Services

1.1 This contract sets forth the responsibilities and clarifies the relationship between the City of Yamhill and Bretthauer Oil Co.

1.2 All work shall be performed in a professional manner and unless the means or methods of performing a task are specified elsewhere in the TSC, Bretthauer Oil Co. shall employ methods that are accepted and used within the industry in accordance to the governing laws of Oregon.

1.3 Bretthauer Oil Co acknowledges the City of Yamhill's rights to inspect all aspects of services provided, and will provide all documentation as requested.

Section 2- Consideration

Bretthauer Oil Co. shall provide fueling services, via tank wagon, to fuel tanks owned and operated by the City of Yamhill, as well as provide services to hired contractors, needed in the operation of the City of Yamhill. Bretthauer Oil shall provide these services according to the hours acceptable for deliveries according the City, and will provide documentation of deliveries as instructed by the City of Yamhill.

Intergovernmental Cooperative Purchasing

Bretthauer Oil Co agrees to extend identical pricing and services under the same term and conditions to all public agencies in the Northwest region. Any agreed upon quantities between the City of Yamhill and Bretthauer Oil Co. in the services of the City reflect only the City of Yamhill's needs and do not bond any other agency to those amounts.

Term of Contract

The term of the contract shall be for a period of 2 years, with three one year extensions.. The total time of the agreement will not exceed 5 years.

Termination

The contract may be terminated by mutual consent of both parties, or by the City of Yamhill at its discretion with a 30 day written notice. If the agreement is so terminated, Bretthauer Oil Co shall be paid in accordance with the terms of the agreement.

IN WITNESS WHEREOF, the parties hereto have caused this TSC to be effective as of the day, month and year first written above.

The City of Yamhill	Bretthauer Oil Co.
By: Paula L. Lepp	By: Susan Rogers
Name:	Name:
Title: MAYOR	Title: CFO
7/1/2018	7/10/18

Section 2- Consideration

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The City of Yamhill	Bretthauer Oil Co.
By: _____	By: _____
Name:	Name:
Title:	Title:

EXIHIBIT A

(Standard Terms and Conditions)

PRICE AGREEMENT TSC 147

For

ANNUAL SUPPLY OF FUEL

This Price Agreement is made and entered into this day of June 1, 2018, by and between Bretthauer Oil Co. an Oregon Corporation, hereinafter called Contractor, and the City of Yamhill, a municipal corporation of the State of Oregon, by and through its duly authorized representatives, hereinafter called City. This Price Agreement may refer to the City and Contractor individually as a "Party" or jointly as the "Parties."

W I T N E S S E T H:

ARTICLE I. The Parties hereto mutually covenant and agree to and with each other as follows:

1. SPECIFICATIONS: Contractor shall provide Annual Supply of Fuel to the City of Yamhill. All items shall be delivered or work shall be performed in accordance with contract terms.

2. EFFECTIVE DATE AND DURATION: The initial term of this Price Agreement shall begin on the final execution date stated above and shall expire two years later unless terminated sooner as provided herein. The Parties may agree, by mutual consent, to extend this Price Agreement for an additional 4 years, taken individually or in multiple years. At least thirty (30) days prior to the expiration of the initial term, or extension, the Parties shall commence discussions if they desire to extend the Price Agreement. The Contractor shall provide a written extension proposal within fifteen (15) calendar days following the City's request for such a proposal. However, nothing binds or requires either Party to extend this Price Agreement. The total term of this Price Agreement shall not exceed five (5) years.

3. CONSIDERATION: The City agrees to pay Contractor a sum not to exceed $5,000,000.00 per year for receipt and acceptance of the items ordered under this Price Agreement. Interim payments shall be made to the Contractor according to the schedule identified in Attachment A.

4. INVOICING: The City of Yamhill is a tax-exempt governmental agency. Prices shall not include federal, state, local, or other taxes designated now or hereafter, unless the City is responsible therefore. The Contractor shall submit billings in a timely fashion.

Contractor is at all times solely responsible for billing accuracy and timeliness; Contractor shall provide invoices for the goods and services to the City in paper form. Invoices will not be processed for payment until receipt of a properly completed invoice and until all invoice items are received and satisfactory performance of Contractor has been attained. Invoice payment terms including any offered prompt payment discounts shall start on the date of the invoice.

ARTICLE II. Shipping of goods and materials under this Price Agreement shall not commence until all insurance requirements have been met and certificates thereof have been filed with the Chief Procurement Officer or the Auditor.

5. INSURANCE – PROOF OF COVERAGE: The insurance requirements are as follows: Work shall not commence until all insurance requirements have been met and certificates thereof have been filed with the Chief Procurement Officer or the Auditor.

Insurance - Public Liability and Property Damage

The contractor shall provide and maintain public liability and property damage insurance in the minimum amount of $1,000,000 per occurrence that protects the contractor and the City and its officers, agents and employees from any and all claims, demands, actions and suits for damage to property or personal injury arising from the contractor's work under this Price Agreement

The insurance shall be without prejudice to coverage otherwise existing, and shall name as additional insureds the City and its officers, agents and employees. Notwithstanding the naming of additional insureds, the insurance shall protect each additional insured in the same manner as though a separate policy had been issued to each, but nothing herein shall operate to increase the insurer's liability as set forth elsewhere in the policy beyond the amount or amounts for which the insurer would have been liable if only one person or interest had been named as insured.

The coverage shall apply as to claims between insureds on the policy. The insurance shall provide that the insurance shall not terminate or be canceled without thirty (30) days written notice first being given to the City Auditor. If the insurance is canceled or terminated prior to completion of the Price Agreement, the contractor shall provide a new policy with the same terms. The contractor agrees to maintain continuous, uninterrupted coverage for the duration of the Price Agreement.

Automobile Liability
Automobile liability insurance with a combined single limit of not less than $1,000,000 each occurrence for bodily injury and property damage. The insurance shall include coverage for any damages or injuries arising out of the use of automobiles or other motor vehicles by the

contractor. The insurance shall include coverage for any damages or injuries arising out of the use of automobiles or other motor vehicles by the Contractor.

Workers' Compensation
Prior to the performance of any work under a contract awarded by the City, the contractor shall comply with the workers' compensation law, ORS Chapter 656, as it may be amended, and if workers' compensation insurance is required by ORS Chapter 656, the contractor shall maintain coverage for all subject workers as defined by ORS Chapter 656 and shall maintain a current, valid certificate of workers' compensation insurance on file with the City Auditor for the entire period during which work is performed under the Price Agreement.

Certificate of Insurance
As evidence of the required insurance coverage, contractor shall furnish acceptable insurance certificates to the City with the return of the signed Price Agreement. The certificates shall specify the City of Yamhill as additional insured and shall include a 30-day notice of cancellation clause.

ARTICLE III. In consideration of the premises, and in accordance with the provisions for acceptance and payment for work set forth in these Standard Terms and Conditions and Special Terms and Conditions, the City and Contractor hereby agrees as follows:

STANDARD TERMS AND CONDITIONS

6. INDEPENDENT CONTRACTOR STATUS: The Contractor is engaged as an independent Contractor and shall be responsible for any federal, state, and local taxes and fees applicable to payments hereunder. The Contractor, its subcontractors, and their employees are not employees of the City and are not eligible for any benefits through the City including, without limitation, federal social security, health benefits, workers' compensation, unemployment compensation, and retirement benefits.

7. NO THIRD PARTY BENEFICIARIES: Contractor and City are the only Parties to this Price Agreement and are the only Parties entitled to enforce its terms. Nothing in this Price Agreement gives, assigns or provides any benefit or right, whether directly, indirectly, or otherwise, to third persons.

8. SUCCESSORS IN INTEREST: The provisions of this Price Agreement shall be binding upon and shall inure to the benefit of the Parties hereto, and their respective successors and approved assigns.

9. SURVIVAL: The terms, conditions, representations, and all warranties contained in this Price Agreement shall survive the termination or expiration of this Price Agreement.

10. COMPLIANCE WITH APPLICABLE LAW: In connection with its activities under this Price Agreement, Contractor shall comply with all applicable federal, state and local laws and regulations. All statutory, charter and ordinance provisions applicable to public contracts in the City of Yamhill and the State of Oregon shall be followed with respect to this Price Agreement. The following additional conditions apply to this solicitation and any resultant purchase order or Price Agreement: Appendix A as attached hereto.

The Contractor must be in compliance with the laws regarding conducting business in the City of Yamhill before an award may be made and shall be responsible for the following [identify only those appropriate for the Price Agreement]:

Certification as an EEO Affirmative Action Employer: The Contractor is certified as an Equal Employment Opportunity Employer. The certification will be maintained throughout the duration of the Price Agreement.

Non-Discrimination in Employee Benefits (Equal Benefits): The Contractor has complied by providing the Equal Benefits Compliance Worksheet/Declaration Form.

Business License: The Contractor license is in compliance with the City of Yamhill Business License

11. GOVERNING LAW / VENUE: The provisions of this Price Agreement shall be construed in accordance with the provisions of the laws of the State of Oregon without reference to its conflict of laws provisions. Any action or suits involving any question arising under this Price Agreement shall be brought in the appropriate court in Yamhill County, Oregon. By executing this Price Agreement the Contractor agrees to in personam jurisdiction of the Oregon courts.

12. NONDISCRIMINATION: Contractor agrees to comply with all applicable requirements of federal and state civil rights and rehabilitation statutes, rules, and regulations. Contractor also shall comply with the Americans With Disabilities Act of 1990 (Pub l. No. 101-336) including Title II of that Act, ORS Chapter 659.425, and all regulations and administrative rules established pursuant to those laws.

13. INDEMNITY: Contractor shall hold harmless, defend, and indemnify the City of Yamhill, its officers, employees, and agents, from all claims, demands, suits, actions, losses, damages, liabilities, costs and expenses of whatsoever nature, including all attorney's fees and costs, resulting from or arising out of the activities of Contractor or its officers, employees, subcontractors, or agents including intentional acts, or of its subcontractors, agents or employees under this Price Agreement. Contractor is not responsible for any damages caused by the actions of the City, its officers, employees and agents.

14. ASSIGNMENT OF ANTI-TRUST RIGHTS: By entering into a Price Agreement, the Contractor, for consideration paid to the Contractor under the Price Agreement, does irrevocably assign to the City of Yamhill any claim for relief or cause of action which the

Contractor now has or which may accrue to the Contractor in the future, including, at the City's option, the right to control any such litigation on such claim for relief or cause of action, by reason of violation of 15 USC SS 1-15 or ORS 646.725 or ORS 646.730, in connection with any goods or services provided to the Contractor by any person, which goods or services are used, in whole or in part, for the purpose of carrying out the Contractor's obligation under this Price Agreement.

In the event the Contractor hires subcontractors to perform any of the Contractor's duties under the Price Agreement, the Contractor shall require the subcontractor to irrevocably assign to the City of Yamhill, as a third party beneficiary any right, title or interest that has accrued or may accrue to the subcontractor by reasons of any violation of 15 USC SS 1-15, ORS 646.725 or ORS 646.730, including, at the City's option, the rights to control of any litigation arising thereunder, in connection with any goods or services provided to the subcontractor by any person, in whole or in part, for the purpose of carrying out the subcontractor's obligations as agreed to by the Price Agreementor in pursuance of the completion of the Price Agreement.

In connection with this assignment, it is an express obligation of the Contractor that it will take no action which will in any way diminish the value of the rights conveyed or assigned hereunder to the City of Yamhill. It is an express obligation of the Contractor to advise the City Auditor or the Office of the City Attorney of Yamhill, Oregon:

A. In advance, of its intention to commence any action on its own behalf regarding such claims for relief or causes of action;
B. Immediately, upon becoming aware of the fact that an action has been commenced on its own behalf by some other person or persons, of the pendency of such action; and
C. The date on which it notified the obligor(s) of any such claims for relief or causes of action of the fact of its assignment to the City of Yamhill.

Furthermore, it is understood or agreed that in the event that any payment under such claim is made to the Contractor, it shall promptly pay over to the City of Yamhill its proportionate share thereof, if any, assigned to the state hereunder.

15. SEVERABILITY: In the event that a court, government agency, or regulatory agency with proper jurisdiction determines that this Price Agreement, or any provision of this Price Agreement, is unlawful, this Price Agreement, or that provision of the Price Agreement to the extent it is unlawful, shall terminate. If a provision of this Price Agreement is terminated but the Parties can legally, commercially, and practicably continue without the terminated provision, the remainder of this Price Agreement shall continue in effect.

16. FUNDING: In the event the City, during the adoption of the City's annual budget, reduces, changes, eliminates, or otherwise modifies the funding for any of the projects identified herein, the Contractor agrees to abide by any such decision including revision or termination of services.

17. ASSIGNMENT AND SUBCONTRACTING: This Price Agreement or any interest therein shall not be assigned or subcontracted to any other person or entity without the prior written consent of the City of Yamhill. In the event of transfer without prior written consent, the purported transfer is void and the Contractor remains liable for performance of the Price Agreement. Notwithstanding City approval of a subcontractor, the Contractor shall remain obligated for full performance hereunder, and the City shall incur no obligation other than its obligations to the Contractor hereunder. The Contractor agrees that if subcontractors are

employed in the performance of this Price Agreement, the Contractor and its subcontractors are subject to the requirements and sanctions of ORS Chapter 656, Workers' Compensation.

18. LIENS: Contractor shall not permit any claim to be filed or prosecuted against the City or any lien against the property purchased in connection with this Price Agreement and agrees to assume responsibility should such lien or claim be filed.

19. SUSTAINABLE PROCUREMENT: Pursuant to the City's Sustainable City Principles, which direct City Bureaus to pursue long-term social equity, environmental quality, and economic vitality through innovative and traditional mechanisms, the Contractor is encouraged to incorporate these Principles into their scope of work with the City wherever possible. Therefore in accordance with the Principles and the City's Sustainable Procurement Policy, it is the policy of the City of Yamhill to encourage the use of products or services that help to minimize the human health and environmental impacts of City operations. "Environmentally preferable" means products or services that have a lesser or reduced effect on human health and the environment when compared with competing products or services that serve the same purpose. This comparison may consider raw materials acquisition, production, manufacturing, packaging, distribution, reuse, operation, maintenance, or disposal of the product or service.

Packaging should be minimized to the maximum extent possible without compromising product quality. The City encourages packaging that is reusable, recyclable in local recycling programs, is made from recycled materials, and/or is collected by the vendor for reuse/recycling.

20. FORCE MAJEURE: Neither City nor Contractor shall be held responsible for performance if its performance is prevented by unforeseeable acts or events beyond the Party's reasonable control including, but not limited to: acts of God; fire, flood, earthquakes or other catastrophes; strikes or other labor unrest; power failures, electrical power surges or current fluctuations; nuclear or other civil or military emergencies; or acts of legislative, judicial, executive, or administrative authorities; or any other circumstances that are not within its reasonable control.

21. AMENDMENTS: All changes to this Price Agreement, including changes to the scope of work and Price Agreement amount, must be made by written amendment and approved by the Chief Procurement Officer to be valid. The City's Chief Procurement Officer is authorized to execute amendments to this Price Agreement without the City's further approval, provided such amendments are in writing, signed by both Parties, and approved by the City Attorney's

Office. Contractor understands that City employees have no actual or apparent authority to enter into amendments, except as may be specifically granted by the City Council to the Chief Procurement Officer, or to waive the approval of the City Attorney's office.

22. NON-WAIVER: No waiver, consent, modification, or change of terms of this Price Agreement shall bind either Party unless in writing and signed by both Parties. Such waiver, consent, modification, or change if made, shall be effective only in specific instances and for the specific purposes given. The failure of the City to enforce any provision of this Price Agreement shall not constitute a waiver of that or any other provision.

23. COORDINATION WITH OTHER CONTRACTORS AND OTHER SERVICES: The Contractor shall cooperate fully with other contractors and City employees providing systems or support to the City during installation, operation, or maintenance of the goods and services. This includes planning for and integration of the goods and services provided under this Price Agreement with those provided by others. Further, Contractor shall make every reasonable effort to cooperate with City to minimize and/or prevent any degradation of the other computer and telecommunications systems, equipment, or services of the City by the installation, operation, or maintenance of the goods and services. Contractor's failure to cooperate with the City and other contractors may be grounds for termination as provided herein.

24. ACCESS TO RECORDS: The Contractor shall maintain professional accounting standards and on a current basis, and the City and its duly authorized representatives shall have access to, the books, documents, papers, and records of the Contractor which are directly pertinent to this Price Agreement for the purpose of making audit, examination, excerpts, and transcripts for a period of three (3) years after final payment. Copies of applicable records shall be made available upon request.

25. EMPLOYEES NOT TO BENEFIT: No City employee or elected official of the City shall be admitted to any share or part of this Price Agreement or to any benefit that may arise there from; but, this provision shall not be construed to extend to this Price Agreement if made with a corporation for its general benefit.

SPECIAL TERMS AND CONDITIONS

26. CITY FURNISHED PROPERTY: No materials, labor or facilities will be furnished by the City unless otherwise provided for within this Price Agreement.

27. ADDITIONAL PURCHASES: The City reserves the right to purchase additional materials beyond the quantities stated in the Price Agreement documents at the same prices submitted by the Contractor. Such additional purchases are not guaranteed and will be made at the City's sole discretion. Contractor agrees to extend identical prices and services under the same terms

and conditions to all regional public agencies. Each participating agency will execute its own Contract with the Contractor for its requirements.

Following any initial purchase(s) by the City of Yamhill, additional quantities of the materials listed herein may be purchased to replace or supplement existing supplies and will be funded by various general funding sources of the various agencies.

28. RIGHT TO CHANGE: The City reserves the right to order changes to the goods, materials, equipment and services outlined herein. The City and the Contractor shall determine a fair and equitable cost and if required, additional time for such changes. All such changes shall be ordered in writing and agreed to by the Parties.

29. NOTICE: Except as otherwise stated in this Price Agreement, any notice or demand to be given under this Price Agreement shall be delivered in person or deposited in United States Certified Mail, Return Receipt Requested. Any notices or other communications shall be addressed as follows:

CONTRACTOR:	CITY: City of Yamhill
Bretthauer Oil Co.	Procurement Services
453 SW Washington St.	205 S Maple St.
Hillsboro, OR 97124	Yamhill, Or. 97148

If either Party changes its address or if a Party's representative changes, the other Party shall be advised of such a change in writing, in accordance with this section.

30. EARLY TERMINATION OF PRICE AGREEMENT: The City and the Contractor, by mutual written agreement, may terminate the Price Agreement at any time. The City, on thirty (30) days written notice to the Contractor, may terminate this Price Agreement for any reason deemed appropriate in its sole discretion. Either the City or the Contractor may terminate this Price Agreement in the event of a material breach of the Price Agreement by the other. Prior to such termination, however, the Party seeking the termination shall give to the other Party written notice of the breach and the Party's intent to terminate. If the Party has not entirely cured the breach within seven (7) calendar days of the notice, then the Party giving the notice may terminate the Price Agreement at any time thereafter by giving a written notice of termination.

31. SUSPENSION OF THE WORK: The City may at any time give notice in writing, by electronic mail, or by facsimile to the Contractor to suspend this Price Agreement. The notice of suspension shall specify the date of suspension and the estimated duration of the suspension. In no event shall the Contractor be entitled to any lost or prospective profits or any incidental or consequential damages because of suspension.

32. PAYMENT ON EARLY TERMINATION: In the event of termination under EARLY TERMINATION OF PRICE AGREEMENT hereof, the City shall pay the Contractor for goods and

services in accordance with the Price Agreement prior to the termination date and delivered to City provided that such goods and services conform to Price Agreement specifications and are of use to the City. In the event of termination under EARLY TERMINATION OF PRICE AGREEMENT hereof, by the City due to a breach by the Contractor, then the City shall pay the Contractor for goods delivered and services performed in accordance with the Price Agreement prior to the termination date subject to set off of excess costs, as provided for in Remedies. In the event of early termination all of the Contractor's work product shall become and remain property of the City. Under no circumstances shall the City be subject to early termination penalties for recurring charges for goods or services that the City cancels during the term of this Price Agreement.

33. REMEDIES: In the event of termination under EARLY TERMINATION OF PRICE AGREEMENT by the City due to a breach by the Contractor, then the City may purchase goods and services outstanding from another contractor and the Contractor shall be liable for additional re-procurement costs incurred by the City. The City also shall be entitled to any other equitable and legal remedies that are available. Except as expressly contained in this Price Agreement, the remedies for a breach of this Price Agreement shall not be exclusive, or construed as a limitation on any other equitable and legal remedies that are available, including without limitation rights or remedies that are or may become available under its records according to ORS Chapter 72.7010 to 72.7250.

34. PERMITS AND LICENSES: The Contractor shall be required to have or obtain, at their expense, any and all permits and licenses required by the City and/or County, state and Federal (except FCC radio licenses), pertaining to the materials and services to be provided.

35. SPECIFICATIONS: This Price Agreement authorizes the Contractor to provide and the City to procure those goods, materials, equipment and services, and establishes the terms and conditions for the City to obtain said goods, materials, equipment and services from the Contractor. Goods, materials, equipment and services to be provided under this Price Agreement are described in the Attachments hereto. The Contractor shall provide to the City those goods, materials, equipment and services described in the attachments in accordance with the prices shown herein. Payment shall be made only in accordance with the payment schedule identified herein.

36. WARRANTY: The Contractor shall guarantee its products to be free from defects in materials and workmanship, given normal use and care, within 12 months after delivery and acceptance by the City. The Contractor shall agree to repair and/or immediately replace without charge (including freight inbound and outbound) to the PPB any product or part thereof, which proves to be defective or fails within the warranty period as specified

37. RELEASE OF PROPRIETARY INFORMATION: All information submitted by Contractor shall be public record and subject to disclosure pursuant to the Oregon Public Records Act (ORS 192.410 et seq.), except such portions for which Contractor requests exemption from disclosure consistent with federal or Oregon law. Any portion that the Contractor claims constitutes a

"trade secret" or is "confidential" must meet the requirements of ORS 192.501, 192.502, 646.461 or other state or federal law. Documents with Copyright must be clearly marked.

38. NEWS RELEASES AND PUBLIC ANNOUNCEMENTS: The Contractor shall not use in its external advertising, marketing programs, or other promotional efforts, any data, pictures or other representatives of the City, except with prior specific written authorization from the City.

Contractor shall not issue any news release or public announcement pertaining to this Price Agreement or the project without prior written approval of the City, which may be withheld in the City's sole discretion. A minimum of three (3) business days notice is required for a response to a request for such approval. If approval is not issued within the three (3) business day period, the request shall be deemed denied.

39. INTERGOVERNMENTAL CO-OPERATIVE PURCHASING: The Contractor agrees to extend identical prices and services under the same terms and conditions to all public organizations within Oregon. Quantities stated herein reflect the City of Yamhill usage only. Purchases from other agencies do not affect the Contactor's obligation to the City of Yamhill. Other public organizations will execute their own contracts with the Contractor. The Contractor shall provide quarterly usage reporting of purchases made under the Price Agreement by the City of Yamhill and other public organizations.

40. UNIFORM COMMERCIAL CODE: The provisions of this Price Agreement are not to be construed as exclusive remedies or as a limitation upon rights or remedies that may be or may become available under ORS Chapter 71-83 (Uniform Commercial Code).

41. OREGON HAZARD COMMUNICATION RULES: The Contractor must comply with all provisions of OAR 437, Subsection H: Hazardous Materials. Inquiries concerning compliance should be directed to any office of the Accident Prevention Division or the Workers' Compensation Department central office in Salem

Material Safety Data Sheets (MSDS) shall be provided along with delivery of the product to each Bureau or Division that receives merchandise. The City does not have a centralized Hazard Communication Rules program and supplying MSDS's to one location does not qualify as compliance.

The City reserves the right to refuse and withhold payment for shipments that are not properly labeled or for which an MSDS has not been provided. Noncompliance with OAR 437 is violation of this Price Agreement and justifiable cause for cancellation.

42. NO PURCHASE REQUIREMENT/NON-EXCLUSIVE AGREEMENT: The City is not required to purchase any goods under this Price Agreement. Payment shall be made only for goods actually ordered, delivered, and accepted, whether greater or less than the original estimated quantities. This Price Agreement does not establish an exclusive arrangement between the City

and Contractor, and the City retains the right to purchase the same or similar goods from other providers.

43. ENTIRE PRICE AGREEMENT: This Price Agreement and its Attachments represent the entire Price Agreement between the Parties. This Price Agreement is a final, complete exclusive statement of the terms thereof, and supersedes and terminates any prior Price Agreement, understanding, or representation between the Parties with respect thereto, whether written or oral.

ARTICLE IV. This Price Agreement may be signed in two (2) or more counterparts, each of which shall be deemed an original, and which, when taken together, shall constitute one and the same agreement. It is understood and agreed by the Parties hereto that:

1. Any reference in this Price Agreement to the scope of work or specifications is intended as a convenience to the Parties in administration of the Price Agreement. Therefore, in the absence of an express statement to the contrary herein, any restatement or partial restatement in this Price Agreement of any provision of the scope of work or specifications is not intended, nor shall be construed to change, alter, modify, amend, or delete the requirements of the scope of work or specifications.

2. All statutory, charter and ordinance provisions applicable to public contracts in the City of Yamhill and State of Oregon shall be followed with respect to this Price Agreement.

3. The Contractor certifies that no officer, agent or employee of the City who has a pecuniary interest in this Agreement has participated in preparation of the proposal or resulting Agreement, that the proposal was made in good faith without fraud, collusion, or connection of any kind with any other Offeror of the same proposals, and that the Offeror is competing solely in its own behalf without connection with, or obligation to any undisclosed person or firm.

4. The City and Contractor may conduct this transaction, including any Price Agreement amendments, by electronic means, including the use of electronic signatures.

ATTACHMENT A

1. SCOPE OF WORK: The Contractor shall provide Ethanol and regular grade gasoline blended fuels, and biodiesel and ultra- low sulfur diesel (ULSD) blends. These products are to be delivered to various locations within the City and a few locations outside the City of Yamhill. The biodiesel blends may be requested in a variety of blends from B99 (99% biodiesel and 1% ULSD) to B1 (1% biodiesel and 99% ULSD).

2. SPECIFICATIONS AND TECHNICAL REQUIREMENTS

2.1 REQUIREMENTS, FUNCTIONALITY AND FEATURES Definitions

ASTM - the American Society of Testing and Materials. The standards organization that develops standards for fuel products as well as other products.

Biodiesel - a domestic, renewable fuel for diesel engines comprised of mono-alkyl esters of long chain fatty acids derived from vegetable oils, or animal fats, designated B100, and which meets the specifications of ASTM # D6751-11a "Standard Specification for Biodiesel Fuel (B100) Blend Stock for Distillate Fuels" or revised ASTM specifications.

Biodiesel Blend - a blend of biodiesel fuel meeting ASTM # D6751-11a or revised ASTM specifications and ASTM # D5453 "Test Method for Determination of Total Sulfur in Light Hydrocarbons, Motor Fuels and Oils by Ultraviolet Fluorescence", or revised ASTM specifications, comprised of biodiesel and low sulfur diesel fuels blended by a percentage of each individual component. B5 is 5% biodiesel and 95% diesel fuel. B20 is 20% biodiesel and 80% diesel fuel. B50 is 50% biodiesel and 50% diesel fuel. B99 is 99% biodiesel and 1% diesel fuel. B100 is 100% biodiesel.

BQ-9000 - a voluntary quality control program for producers and distributors that is managed by the National Biodiesel Accreditation Commission. This program accredits the individual producer or distribution firm, not the fuel.

Diesel - ASTM # D975-05 or revised ASTM specifications with less than 5,000 parts per million (ppm) sulfur. ASTM grade no. 2-D S5000 or ASTM grade no.1-D S5000.

Ethanol - a nominally anhydrous, denatured, domestically produced, renewable fuel comprised of ethyl alcohol which meets or exceeds ASTM D-4806-11a "Standard Specification for Denatured Fuel Ethanol for Blending with Gasolines for Use as Automotive Spark-Ignition Engine Fuel" specifications.

Ethanol Blend - a cleaner burning renewable fuel for gasoline type engines consisting of a blend of ethanol and gasoline. Common blends include E10 (10% ethanol & 90% gasoline), E85 (85% ethanol & 15% gasoline). Ethanol blends are blended by the fuel product distributor and delivered in blended form.

Gasoline - Unleaded gasoline meeting minimum octane rating of 87, calculated by RON minus MON divided by 2.

Ultra-Low Sulfur Diesel - ASTM # D975-11 or revised ASTM specifications with less than or equal to 15 parts per million (ppm) sulfur. ASTM grade no. 2-D S15 or ASTM grade no. D-1 S15A.

General Specifications for All Fuel Types
All fuel shall be filtered and free from impurities, including dirt, water, and harmful oils that might cause damage or impairment of vehicle operation. In case of damage directly traceable to contamination, the Contractor shall be responsible for the resulting repair costs. Material Safety Data Sheets (MSDS) shall be provided to each delivery site that receives these products.

The City of Yamhill does not have a centralized Hazard Communication Rules program and supplying MSDS to only one location does not qualify as compliance. The City of Yamhill reserves the right to refuse and withhold payment for shipments that are not properly labeled or for which a current MSDS has not been provided. Non-compliance with Oregon Administrative Rules (OAR) 437, Division 155 is a violation of any agreement that may result from this solicitation and justifiable cause for termination or cancellation of any resulting agreement. Proposers agree to verify and meet the demand rules and regulations of the State of Oregon, Department of Environmental Quality (DEQ), including Volatile Organic Compounds (VOC) Rules, OAR 340-22-100, applicable to supplier operations and user storage tank locations and facilities.

Manufacturing
The City of Yamhill wishes to encourage local and regional businesses. With regard to this project, the City is asking Proposers to indicate the City and State of refining for all fuel products and the City and State location for all blending processes.

Blending
The blending of fuels for the various biodiesel blends shall be completed just prior to delivery of the blended fuel products.
Only in-line, side stream, or ratio blending methods shall be used. Indicate on the Price Form, Item #5, which method you will use during performance under the Price Agreement.

Transportation
Delivery of the fuels included in this solicitation shall be performed promptly following any required blending procedures.

Specifications for Fuel Types

Gasoline
All gasoline furnished shall be standard commercial grade, in compliance with current regulations for such fuel as regulated by the U.S. Environmental Protection Agency (EPA), suitable for the intended use, formulation adjusted for Winter, Transition, and Summer conditions. Gasoline grade (regular) shall have minimum octane ratings (determined and calculated by the Research Octane Number (RON) plus Motor Octane Number (MON) divided by two) of 87 octane. A list of current gasoline tank locations follows.

Ethanol Blends
Ethanol blend fuels will be purchased in various mixes. The Ethanol blend fuels will be blended from Ethanol and unleaded regular grade gasoline. Upon request by the purchaser, the distributor shall supply the sample for testing purposes. As fresh a product as practical shall be provided, but in no case shall the Ethanol product be older than four (4) months from the date of manufacture.

Biodiesel

Biodiesel must meet or exceed ASTM # D6751-11a and ASTM # D5453 or revised specifications. Contractors may be requested to provide test results to verify product meets ASTM specification requirements. The Contractor shall take a sample of the biodiesel product from each batch and seal, label, and store the samples for a period not less than seven (7) months. Upon request by the purchaser, the Contractor shall supply the sample for testing purposes. Biodiesel blends must also be sampled, sealed, labeled and stored for testing purposes. Contractors will provide to the purchaser verifiable quarterly test results confirming the fuel meets the full spectrum of ASTM6751 or if the producer is BQ-9000 certified the test results shall be provided every six (6) months. Fuel is required to be free from contamination resulting in bacteria or condensation. If bacteria are present, the appropriate treatment shall be applied to the fuel at the expense of the Contractor. The fuel will rotate from tanks within a six (6) month period. Biodiesel must be filter-cleaned to five (5) microns or less upon transfer from storage tanks to the local transport vehicle. Blending and handling of biodiesel shall conform to the most current Biodiesel Handling and Use Guidelines as defined by the U. S. Department of Energy. Biodiesel is known to degrade due to age. As fresh a product as is practical shall be provided, but in no case shall the biodiesel product be older than four (4) months from the date of manufacture.

Biodiesel Blends

Biodiesel blends will be purchased in various mixes. The biodiesel blend fuels will be blended from biodiesel fuel and ultra-low sulfur diesel fuels. Fuels shall meet or exceed ASTM # D975-11 or current revised ASTM specifications and ASTM # D6751- 11a or current revised ASTM specifications. The Contractor shall take a sample of the biodiesel blend product from each batch

and seal, label, and store the samples for a period not less than seven (7) months. Upon request by the purchaser, the Contractor shall supply the sample for testing purposes. Blending and handling of biodiesel shall conform to the most current Biodiesel Handling and Use Guidelines as defined by the U. S. Department of Energy. Biodiesel is known to degrade due to age. As fresh a product as practical shall be provided, but in no case shall the biodiesel product be older than four (4) months from the date of manufacture.

Ultra-Low Sulfur Diesel

The City of Yamhill has requirements for Ultra Low Sulphur Diesel (ULSD) fuel (ULSD, ASTM D97593, <15 ppm sulphur, meeting SLBOCLE 3110 grams, ASTM D6078) on an as-needed basis.

2.2. FUEL DELIVERY PROCESS

A request for fuel delivery will be made by E-Mail to the Contractor's designated person at their E-Mail address. Upon receipt of the request the Contractor will have 24 hours to deliver the product requested. If the delivery is not possible within 24 hours the Contractor will immediately notify the requestor as to when the delivery will be made.

Standard hours for acceptance of deliveries in most locations are 7:30 a.m. to 4:30 p.m.

Following the delivery of the product the Contractor shall provide the requestor an E-Mail the same day stating – the type of fuel, quantity delivered, to which tank, and to what station. Also include any information, if applicable, of issues with the fuel station which may have hindered delivery of the fuel.

Proposed delivery prices in Item #2 of the Price Proposal Form shall be inclusive of all shipping and delivery costs. Time is of the essence. Deliveries of goods and/or services must be made no later than the time stated above.

2.3. SAFETY & SECURITY REQUIREMENTS

Public Safety

Public safety may require limiting access to public facilities and public offices, sometimes with little advance notice. The Contractor's employees and agents shall carry sufficient identification to show by whom they are employed and display it upon request to security personnel. The City has the discretion to require the Contractor's employees and agents to be escorted to and from any public office or facility.

Safety

The Contractor must comply strictly with all applicable local, municipal, state, and federal laws, orders, and regulations pertaining to health or safety, including without limitation the Occupational Safety and Health Act of 1970. All materials, equipment, and facilities furnished by the Contractor in connection with the performance of the Work must comply therewith.

2.4 PUBLIC EMERGENCY

The Contractor shall provide priority fuel delivery in the event of a declared public emergency or catastrophic event in order to provide emergency services to the community. Deliveries shall be within 24 hours after notification of need. Contractor may add a reasonable charge to cover additional delivery costs involved, if any, due to added difficulties in delivering fuel.

3. WORK PERFORMED BY THE CITY

City bureaus shall make available sufficient staff personnel time as is required to meet with the Contractor and provide any required information. The Office of Management and Finance has assigned a Strategic Sourcing Program Coordinator who will oversee administration of the Price Agreement and provide support as needed to help resolve issues which may arise.

The City shall be responsible for implementing and maintaining usual, customary and appropriate internal accounting procedures and controls, internal controls and other

appropriate procedures and controls for the City. These controls will include information technology, proprietary information, and trade secret safeguards if appropriate to City work.

4. TIME IS OF THE ESSENCE: Contractor shall make every reasonable effort to meet established delivery dates and other deadlines. Circumstances that may delay the delivery of goods and services from established delivery dates and other deadlines, including excusable delays and force majeure events, shall be reported to the City immediately upon discovery. The City and Contractor shall mutually agree upon any schedule or pricing change due to excusable delays or force majeure events in writing. In the event Contractor does not meet the established delivery dates or other deadlines and Contractor has failed to cure such breach within fifteen (15) days of written notice by the City, the City may obtain the undelivered goods and/or non-performed service from another source, and no recurring charges, one-time charges, or termination charges or other penalties shall be due the Contractor. In addition, the City will be entitled to reasonable compensation as stated under REMEDIES.

5. ESCALATION/DE-ESCALATION CLAUSE: Pricing established in this Price Agreement may be adjusted up or down after the initial first year. Requests for increases shall be supported by submission of: manufacturer's price change notices; corresponding changes in the Contractor's wholesale posted or book prices in effect to all similar classes of customers; or documentation of other cost increases affecting prices in this Price Agreement. Additionally, all price reductions shall be passed on, in total, as of the effective date. The City of Yamhill shall have the option of accepting the price increase or canceling the balance of the Price Agreement. The Contractor shall notify the City of all price increases and decreases as far in advance of the effective date as possible. No upward price adjustment of any sort will be allowed during the first year of the Price Agreement period. All decreases will be passed on to the City as of the effective date, not at the end of the first year. All adjustments to pricing shall be finalized by both parties executing an amendment to this Price Agreement.

ATTACHMENT B
(THE PROPOSED AND AGREED-UPON PRICING SHALL BE INSERTED HERE)
APPENDIX A
Contractor shall observe all applicable state and local laws pertaining to public contracts including the City's Equal Benefits Ordinance and its administrative rules, all of which are incorporated by this reference. Failure to comply with the Ordinance permits the City to impose sanctions or require remedial actions as stated in Section 13.1 of the rules. ORS Chapters 279A, 279B and 279C require every public contract to contain certain provisions. Pursuant to those chapters, the following provisions shall be a part of this contract, as applicable.

- Pursuant to ORS 279B.220, on every public contract, the contractor shall make payment promptly, as due, to all persons supplying to the contractor labor or material for the performance of the work provided for in the contract; shall pay all contributions or amounts due the Industrial Accident Fund from the contractor or subcontractor incurred in the performance of the contract; not permit any lien or claim to be filed or prosecuted against the state or a county, school district, municipality, municipal corporation or subdivision thereof, on

account of any labor or material furnished, and; pay to the Department of Revenue all sums withheld from employees under ORS 316.167.

- Pursuant to ORS 279C.505, on public improvement contracts, the contractor shall make payments promptly, as due, to all persons supplying to such contractor labor or material for the prosecution of the work provided for in such contract. The contractor shall pay all contributions or amounts due the Industrial Accident Fund from such contractor or subcontractor incurred in the performance of the contract. The contractor shall not permit any lien or claim to be filed or prosecuted against the state, county, school district, municipality, municipal corporation or subdivision thereof, on account of any labor or material furnished. The contractor shall pay to the Department of Revenue all sums withheld from employees pursuant to ORS 316.167. Contractor shall demonstrate that an employee drug-testing program is in place.
- Pursuant to ORS 279C.510 (1), in every public contract for demolition the contractor shall salvage or recycle construction and demolition debris, if feasible and cost-effective. Pursuant to ORS 279B.225 and 279C.510 (3) in every public contract and every public improvement contract for lawn and landscape maintenance, the contractor shall compost or mulch yard waste material at an approved site, if feasible and cost-effective.
- Pursuant to ORS 279B.230(1), in every public contract, the contractor shall promptly, as due, make payment to any person, co-partnership, association or corporation furnishing medical, surgical and hospital care services or other needed care and attention, incident to sickness or injury, to the employees of the contractor, of all sums that the contractor agrees to pay for the services and all moneys and sums that the contractor collected or deducted from the wages of employees under any law, contract or agreement for the purpose of providing or paying for the services.
- Pursuant to ORS 279B.230(2), in every public contract, all subject employers working under the contract are either employers that will comply with ORS 656.017 or employers that are exempt under ORS 656.126.
- Pursuant to ORS 279B.235(1), persons may not be employed for more than 10 hours in any one day, or 40 hours in any one week, except in cases of necessity, emergency or when the public policy absolutely requires it. In such cases, the employee shall be paid a) at least time and half pay for all overtime in excess of 8 hours in any one day or 40 hours in any one week when the work week is five consecutive days, Monday through Friday; or b) for all overtime in excess of 10 hours in any one day or 40 hours in any one week when the work week if four consecutive days, Monday through Friday; and c) for all work performed on Saturday and on any legal holiday specified in ORS 279B.020.
- Pursuant to ORS 279C.515(1), on public improvement contracts, if the contractor fails, neglects or refuses to make prompt payment of any claim for labor or services furnished to the contractor or a subcontractor by any person in connection with the public contract as such claim becomes due, the proper officer or officers representing the state, county, school district, municipality, municipal corporation or subdivision thereof, as the case may be, may pay such claim to the person furnishing the labor or services and charge the amount of the payment against funds due or to become due the

Section 1 - Purpose and Standard of Services

1.1 This contract sets forth the responsibilities and clarifies the relationship between the Yamhill FPD and Bretthauer Oil Co.

1.2 All work shall be performed in a professional manner and unless the means or methods of performing a task are specified elsewhere in the TSC, Bretthauer Oil Co. shall employ methods that are accepted and used within the industry in accordance to the governing laws of Oregon.

1.3 Bretthauer Oil Co acknowledges the Yamhill FPD's rights to inspect all aspects of services provided and will provide all documentation as requested.

1.4 Additional terms and conditions of this agreement are detailed in the attached Exhibit A (including Appendix A and Attachment A), incorporated into this agreement by reference.

Section 2- Consideration

Bretthauer Oil Co. shall provide fueling services, via tank wagon, to fuel tanks owned and operated by the Yamhill FPD, as well as provide services to hired contractors, needed in the operation of the Yamhill FPD. Bretthauer Oil shall provide these services according to the hours acceptable for deliveries according the Yamhill FPD and will provide documentation of deliveries as instructed by the Fire District.

Intergovernmental Cooperative Purchasing

Bretthauer Oil Co agrees to extend identical pricing and services under the same term and conditions to all public agencies in the Northwest region. Any agreed upon quantities between the Yamhill FPD and Bretthauer Oil Co. in the services of their department, reflect only the Yamhill FPD needs and do not bond any other agency to those amounts.

Term of Contract

The term of the contract shall be for a period of two (2) years, which may be extended for three one-year extensions upon mutual agreement of the parties. The total time of the agreement will not exceed five (5) years.

Termination

The contract may be terminated by mutual consent of both parties, or by the Yamhill FPD at its discretion with a 30-day written notice. If the agreement is so terminated, Bretthauer Oil Co shall be paid in accordance with the terms of the agreement.

IN WITNESS WHEREOF, the parties hereto have caused this TSC to be effective as of the day, month and year first written above.

Yamhill Fire Protection District	Bretthauer Oil Co.
By:	By:
Name/ Title: Fire Chief	Kevin Bretthauer, President

EACH AND EVERY CHILD PREPARED FOR A WORLD YET TO BE IMAGINED

To: Board of Directors

From: Dr. Christopher Ortiz, Assistant Superintendent of Student & Family Services and District Operations

Prepared by: John Krull, Interim Director of Technology Services

Subject: **FY21 E-rate Contract for Reynolds School District**

Policy: Not Applicable

Date: November 18 , 2020

Action ☒
Report ☐

Connection to Board Goals

☒ Student Achievement ☒ Equity ☒ Fiscal Responsibility ☒ Communications

School Board Core Belief/Commitment #2: We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities.

Summary:
Willamette Education Service District (WESD) works as Reynolds School District's E-rate consultant. The Letter of Agency confirms our relationship with WESD and its E-rate Consulting Services for the procurement of E-rate eligible services. The E-Rate Contract is an Intergovernmental Agreement between Reynolds School District and WESD outlining the duties and responsibilities of both parties.

Please refer to the following attachments: FY21 Letter of Agency – Consulting and FY21 RSD E-Rate Contract.

Previous Board Action:
The board has approved **FY20 E-rate Contract for Reynolds School District** as well as previous years.

Background:
E-Rate is a federal program administered under the Universal Administrative Company (USAC) under direction of the FCC. It is designed to provide underserved libraries and schools in rural and urban areas with access to affordable high-speed broadband internet and WiFi. Reynolds School District receives discounts on services based on its Free and Reduced Lunch counts. In past years it has received several hundred thousand dollars of discounts.

Financial Implications:
WESD charges a percentage of the discount received per the chart below. The district should allocate $25,000 based on previous years' discounts that were over $300,000.

Proposed Pricing	Rate	Cap
Commitment of $0 - 9,999	10%	$1,000.00
Commitment of $10,000- 49,999	10%	$4,500.00
Commitment of $50,000 - 99,999	9%	$8,000.00
Commitment of $100,000 - 199,999	8%	$14,000.00
Commitment of $200,000 - 299,999	7%	$18,000.00
Commitment of $300,000 - 499,999	6%	$25,000.00
Commitment of $500,000 or more	5%	$25,000.00

Alternatives:
Do not use a consult. This would risk losing the E-rate discounts Reynolds receives because of the complexities of filing and reporting.

Staff Recommendation:
I recommend that the Board authorize the expenditure of up to $25,000 for the approval of the FY21 E-rate Contract between the Reynolds School District and Willamette Education Service District.

Motion:
I move that the Board authorize the expenditure of up to $25,000 for the approval of the FY21 E-rate Contract agreement between the Reynolds School District and Willamette Education Service District.

FCC Form 479 OMB Control No. 3060-0853
Estimated time per response: 1 hour

DO NOT SEND THIS FORM TO THE UNIVERSAL SERVICE ADMINISTRATIVE COMPANY OR TO THE FEDERAL COMMUNICATIONS COMMISSION

Schools and Libraries Universal Service Certification by Administrative Authority to Billed Entity of Compliance with the Children's Internet Protection Act

Please read instructions before completing.
(To be completed by the Administrative Authority and provided to your Billed Entity)

Administrative Authority's Form Identifier: _____
Create your own code to identify THIS FCC Form 479.

Block 1: Administrative Authority Information

1. Name of Administrative Authority	2. Funding Year

3. Mailing Address and Contact Information for Administrative Authority

Street Address, P. O. Box or Route Number

City | State | Zip Code

Name of Contact Person

Telephone Number | Fax Number | Email Address

Persons willfully making false statements on this form can be punished by fine or forfeiture, under the Communications Act, 47 U.S.C. Secs. 502, 503(b), or fine or imprisonment under Title 18 of the United States Code, 18 U.S.C. Sec. 1001.

Block 2: Certifications and Signature

4. I am the Administrative Authority for one or more schools or libraries for which Universal Service Support Mechanism discounts have been requested or approved for eligible services. The Administrative Authority must make the required certification(s) for the purposes of the Children's Internet Protection Act (CIPA) in order to receive discounted services.

5. I recognize that I may be audited pursuant to this form and will retain for at least ten years (or whatever retention period is required by the rules in effect at the time of this certification) after the later of the last day of the applicable funding year or the service delivery deadline for the funding request any and all records that I rely upon to complete this form.

Name of Administrative Authority _____
Administrative Authority's Form Identifier _____
Contact Person _____
Telephone Number_____

Block 2: Certifications and Signature (Continued)

6. I certify that as of the date of the start of discounted services:

a ☐ the recipient(s) of service under my administrative authority and represented in the Funding Request Number(s) for which you have requested or received Funding Commitments has (have) complied with the requirements of the Children's Internet Protection Act, as codified at 47 U.S.C. § 254(h) and (l).

b ☐ pursuant to the Children's Internet Protection Act, as codified at 47 U.S.C. § 254(h) and (l), the recipient(s) of service under my administrative authority and represented in the Funding Request Number(s) for which you have requested or received Funding Commitments:

(FOR SCHOOLS and FOR LIBRARIES IN THE FIRST FUNDING YEAR FOR PURPOSES OF CIPA) is (are) undertaking such actions, including any necessary procurement procedures, to comply with the requirements of CIPA for the next funding year, but has (have) not completed all requirements of CIPA for this funding year.

(FOR FUNDING YEAR 2003 ONLY: FOR LIBRARIES IN THE SECOND OR THIRD FUNDING YEAR FOR PURPOSES OF CIPA) is (are) in compliance with the requirements of CIPA under 47 U.S.C. § 254(l) and undertaking such actions, including any necessary procurement procedures, to comply with the requirements of CIPA under 47 U.S.C. § 254(h) for the next funding year.

c ☐ the Children's Internet Protection Act, as codified at 47 U.S.C. § 254(h) and (l), does not apply because the recipient(s) of service under my administrative authority and represented in the Funding Request Number(s) for which you have requested or received Funding Commitments is (are) receiving discount services only for telecommunications services.

CIPA Waiver. Check the box below if you are requesting a waiver of CIPA requirements for the Second Funding Year after the recipients of service under your administrative authority have applied for discounts:

d ☐ I am providing notification that, as of the date of the start of discounted services, I am unable to make the certifications required by the Children's Internet Protection Act, as codified at 47 U.S.C. § 254(h) and (l), because my state or local procurement rules or regulations or competitive bidding requirements prevent the making of the certification(s) otherwise required. I certify that the recipient(s) of service under my administrative authority and represented in the Funding Request Number(s) for which you have requested or received Funding Commitments will be brought into compliance with the CIPA requirements before the start of the Third Funding Year in which they apply for discounts.

(CIPA WAIVER FOR LIBRARIES FOR FUNDING YEAR 2004. Check the box above if you are requesting this waiver of CIPA requirements for Funding Year 2004 for the library(ies) under your administrative authority that has (have) applied for discounts for Funding Year 2004. By checking this box, you are certifying that the library(ies) represented in the Funding Request Number(s) on this FCC Form 479 will be brought into compliance with the CIPA requirements before the start of the Funding Year 2005.)

The certification language above is not intended to fully set forth or explain all the requirements of the statute.

7. Signature of authorized person	8. Date
9. Printed name of authorized person	
10. Title or position of authorized person	
11. Telephone number of authorized person	

FCC NOTICE FOR INDIVIDUALS REQUIRED BY THE PRIVACY ACT AND THE PAPERWORK REDUCTION ACT

Part 54 of the Commission's Rules authorizes the FCC to collect the information on this form. Failure to provide all requested information will delay the processing of the application or result in the application being returned without action. Information requested by this form will be available for public inspection. Your response is required to obtain the requested authorization.

The public reporting for this collection of information is estimated to be 1 hour per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the required data, and completing and reviewing the collection of information. If you have any comments on this burden estimate, or how we can improve the collection and reduce the burden it causes you, please write to the Federal Communications Commission, AMD-PERM, Paperwork Reduction Act Project (3060-0853), Washington, DC 20554. We will also accept your comments regarding the Paperwork Reduction Act aspects of this collection via the Internet if you send them to PRA@fcc.gov. PLEASE DO NOT SEND YOUR RESPONSE TO THIS FORM TO THIS ADDRESS.

Remember - You are not required to respond to a collection of information sponsored by the Federal government, and the government may not conduct or sponsor this collection, unless it displays a currently valid OMB control number or if we fail to provide you with this notice. This collection has been assigned an OMB control number of 3060-0853.

THE FOREGOING NOTICE IS REQUIRED BY THE PRIVACY ACT OF 1974, PUBLIC LAW 93-579, DECEMBER 31, 1974, 5 U.S.C. 552a(e)(3) AND THE PAPERWORK REDUCTION ACT OF 1995, PUBLIC LAW 104-13, OCTOBER 1, 1995, 44 U.S.C. SECTION 3507.

A paper copy of this form, with a signature in Block 2, Item 7, must be mailed or delivered to your Billed Entity.

OMB Control No. 3060-0853
Estimated time per response: 1 hour

Schools and Libraries Universal Service
Certification by Administrative Authority to Billed Entity of Compliance with the Children's Internet Protection Act

Instructions for Completing the Schools and Libraries Universal Service Certification by Administrative Authority to Billed Entity of Compliance with the Children's Internet Protection Act (FCC Form 479)

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I. PURPOSE OF FORM

The FCC Form 479, Certification by Administrative Authority to Billed Entity of Compliance with the Children's Internet Protection Act, provides notification to a Billed Entity by an Administrative Authority of the status of the Administrative Authority's compliance for the purposes of CIPA. The Billed Entity will then certify on its FCC Form 486, Receipt of Service Confirmation and Children's Internet Protection Act Form that it has collected duly completed and signed FCC Forms 479 from Administrative Authorities that the Billed Entity represents. Starting in Funding Year 2002 (the Funding Year beginning July 1, 2002), FCC Form 479 also provides notification to the Billed Entity of a request for waiver by the Administrative Authority.

Throughout these instructions, the Administrative Authority may also be referred to as "you."

Note that this form must be used beginning with Funding Year 2001 (the Funding Year beginning July 1, 2001) and later.

II. IMPACT OF CIPA REQUIREMENTS ON FCC FORM 479

The Children's Internet Protection Act (CIPA) was signed into law on December 21, 2000. In order to receive discounts for Internet Access services in Category One, and Broadband Internal Connections, Managed Internal Broadband Services), and Basic Maintenance of Broadband Internal Connections (Basic Maintenance) (Category Two) under the universal service support mechanism, school and library authorities must certify that they are enforcing a policy of Internet safety as explained in Section IV below. (Note: Applicants may use this FCC Form 479 for funding requests prior to funding year 2015 which will enable them to certify that they are in compliance with the Children's Internet Protection Act (CIPA), 47 U.S.C. § 254 (h) and (l) when they seek discounts for Internet access, internal connections and basic maintenance of internal connections. For purposes of these instructions, we will refer to Category One and Category Two services even though MIBS did not exist as an eligible service before funding year 2015).

If the Billed Entity who represents an Administrative Authority is applying for Internet Access in Category One or Category Two services, the Administrative Authority must certify on an FCC Form 479 that it is in compliance with the requirements of CIPA. (If the Administrative Authority is the Billed Entity, the Administrative Authority will certify on the FCC Form 486.) If the Administrative Authority is applying for Internet Access in Category One or Category Two services for the first time, and has not completed all of the requirements for CIPA, it must certify that it is undertaking such actions to comply with the requirements of CIPA prior to the start of the following Funding Year. The Billed Entity must receive your completed and signed Forms 479 before it can complete and postmark its FCC Form 486. If the Billed Entity is applying only for Telecommunications Services, the requirements of CIPA do not apply and the Billed Entity is not required to collect FCC Forms 479. If any Internet access services such as basic Internet access are included or bundled with the telecommunications services or telecommunications (such as fiber services), CIPA compliance is required. (For more information, see the Children's Internet Protection Act, as codified at 47 U.S.C. § 254(h) and (l).)

Applying for funds. For the purpose of CIPA requirements, a school or library that is a recipient of service is considered to have applied for funds in a Funding Year only when an FCC Form 486 for a Funding Request for Internet Access in Category One or Category Two services has been successfully data entered and USAC has issued an FCC Form 486 notification.

Determination of Your First Funding Year for Purposes of CIPA. The first Funding Year after Funding Year 2000 (the Funding Year beginning July 1, 2000) in which a school or library applies for funds (i.e., in which an FCC Form 486 is successfully data entered for Internet Access in Category One or Category Two services and USAC issues an FCC Form 486 notification) is the **First Funding Year** for purposes of CIPA. Once your First Funding Year is established, the next two funding years will be your second and third funding years for purposes of CIPA. (See **"Applying for Funds"** above.) In the first Funding Year, the applicant must be in compliance with CIPA or undertaking actions to comply with CIPA, in order to receive discounts for Internet Access in Category One or Category Two services.

Once the First Funding Year is established, the Funding Year following the First Funding Year becomes the **Second Funding Year** for purposes of CIPA. If the school or library applies for funds for Internet Access in Category One or Category Two services in the Second Funding Year, it must certify that it is in compliance with CIPA unless state or local procurement rules or regulations or competitive bidding requirements prevent the making of the certification otherwise required. A school or library so prevented may request a waiver for the Second Funding Year.

The **Third Funding Year** for purposes of CIPA is the Funding Year immediately following the Second Funding Year. If the school or library applies for funds for Internet Access in Category One or Category Two services in the Third Funding Year, it must be in compliance with CIPA.

You must be in compliance with CIPA for any Funding Year thereafter.

The following situations WOULD constitute the Administrative Authority's First Funding Year:

- The Billed Entity submits an FCC Form 486 for Internet Access in Category One or Category Two services, the FCC Form 486 is successfully data entered and USAC issues an FCC Form 486 notification, but the Billed Entity cancels all of its Funding Requests on an FCC Form 500.

- The Billed Entity submits an FCC Form 486 for Internet Access in Category One or Category Two services, the FCC Form 486 is successfully data entered and USAC issues an FCC Form 486 notification, but the service provider does not receive a corresponding disbursement.

The following situations WOULD NOT constitute the Administrative Authority's First Funding Year:
- The Billed Entity receives a Funding Commitment for Internet Access in Category One or Category Two services, but takes no further action.
- The Billed Entity receives a Funding Commitment for Internet Access in Category One or Category Two services, submits an FCC Form 486, but the FCC Form 486 is not successfully data entered and no FCC Form 486 Notification Letter is issued.
- The Billed Entity applies only for Telecommunications Services.

III. SUBMISSION REQUIREMENTS AND GENERAL INSTRUCTIONS

Who Must Submit the FCC Form 479?

In general, the Administrative Authority is the entity that must complete the FCC Form 479. For a school, the Administrative Authority may be the school, school district, school board, local educational agency, or other authority with responsibility for administration of the school. For a library, the Administrative Authority may be the library, library board, or other authority with responsibility for administration of the library.

If the Administrative Authority is also the Billed Entity, the Administrative Authority certifies on the FCC Form 486. If the Administrative Authority is not the Billed Entity, the Administrative Authority must complete the FCC Form 479, and submit the FCC Form 479 to the Billed Entity. The Billed Entity then certifies on the FCC Form 486 that it has collected duly completed and signed FCC Form(s) 479.

How Many FCC Forms 479 to Submit to the Billed Entity?

Generally, you will complete one FCC Form 479 for each of your Billed Entities.

When to Submit the FCC Form 479?

The Billed Entity must receive your completed and signed FCC Form(s) 479 in time to postmark the Billed Entity's FCC Form 486 to meet FCC Form 486 deadlines. You should work with your Billed Entity to determine when to submit your FCC Form 479.

You must complete an FCC Form 479 for each Funding Year in which you receive discounted services beginning with Funding Year 2001 (the Funding Year beginning July 1, 2001) and after.

SPECIAL NOTE FOR LIBRARIES AND CONSORTIA CONTAINING LIBRARIES FOR FUNDING YEAR 2003: On July 24, 2003, the FCC released an Order (FCC 03-188) to bring its implementation of CIPA into compliance with the recent United States Supreme Court decision on CIPA.

Libraries in Funding Years 2003 and 2004.
- **Beginning with Funding Year 2003,** libraries must be in compliance with CIPA (section 254(h)(6) of the Communications Act is applicable to libraries) or undertaking actions to comply with CIPA in order to receive discounts for the services requiring CIPA compliance.
- If a library that applied for funds for Internet Access, Internal Connections or Basic Maintenance in Funding Year 2003 applies for funds for Internet Access, Internal Connections or Basic Maintenance **in Funding Year 2004**, it must certify that it is in compliance with CIPA unless state or local procurement rules or regulations or competitive bidding requirements prevent the making of the certification otherwise required. A library so prevented may request a waiver for Funding Year 2004. (See "**Applying for funds**" above and the instructions for Item 6e below.)
- If a library has applied for funds for Internet Access, Internal Connections or Basic Maintenance in both Funding Year 2003 and Funding Year 2004, it must be in compliance with CIPA in Funding Year 2005 and any Funding Year thereafter. (See "**Applying for funds**" above.)

- Libraries that apply for funds for Internet Access, Internal Connections or Basic Maintenance for the first time in Funding Year 2004 or any subsequent year should follow the procedures in the "**Determination of Your First Funding Year for Purposes of CIPA**" above.

Where to Send FCC Form 479?

DO NOT SUBMIT THE COMPLETED FCC FORM 479 TO THE SCHOOLS AND LIBRARIES DIVISION OF THE UNIVERSAL SERVICE ADMINISTRATIVE COMPANY OR TO THE FCC; SUBMIT IT *ONLY* TO YOUR BILLED ENTITY.

Compliance.

Anyone filing false information is subject to penalties for false statements, including fine or forfeiture, under the Communications Act, 47 U.S.C. §§ 502, 503(b), or fine or imprisonment under Title 18 of the United States Code, 18 U.S.C. § 1001.

All of the information required in the FCC Form 479 must be completed in order for the Billed Entity to be able to certify as required on the FCC Form 486.

Where to Get More Information?

Information is available on the USAC website at www.usac.org/sl. Information is also available by contacting the SLD Client Service Bureau by phone at 1-888-203-8100.

IV. SPECIFIC INSTRUCTIONS

Type or clearly print in the spaces provided. Attach additional pages if necessary.

Administrative Authority's Form Identifier: Use this space to assign your own number, letter or word to facilitate communication with your Billed Entity about THIS particular FCC Form 479. Your Administrative Authority's Form Identifier can be very simple; for example, if you are filing three FCC Forms 479, you might label them "A," "B," and "C." The Administrative Authority's Form Identifier can also be descriptive, such as "Internet." Choose identifiers that suit your own record keeping needs.

A. Block 1: Administrative Authority Information

Block 1 of FCC Form 479 asks you for your name, address, and basic identification information.

Item 1 - Provide the name of the Administrative Authority.

Item 2 - Provide the Funding Year (e.g., 2001–2002) for which funds were requested or approved and for which the Billed Entity will be submitting an FCC Form 486. Program Funding Years begin on July 1 and end on June 30. For example, Funding Year 2001 runs from July 1, 2001 through June 30, 2002. Cite only one Funding Year in this item.

Item 3 - Provide the Administrative Authority's full mailing address, whether a street address, Post Office Box number, or route number. Provide the Contact Person's Name; telephone number including the area code; fax number; and e-mail address.

B. Block 2: Certifications and Signature

Block 2 of FCC Form 479 asks you to certify with respect to your status as the Administrative Authority and with respect to your compliance with the Children's Internet Protection Act.

Item 4 – Certify that you are an Administrative Authority for one or more schools or libraries for which Universal Service Support Mechanism discounts have been requested or approved for eligible services. You must make the required certification(s) for the purposes of the Children's Internet Protection Act in order to receive discounted services. While the Billed Entity will not submit the FCC Form 486 until after discount requests have been approved and a Funding

Commitment Decision Letter (FCDL) has been issued, the Billed Entity may ask you to file the FCC Form 479 in advance of approval of the requests so that the Billed Entity is ready to file the FCC Form 486 once the FCDL has been received.

Item 5 – Certify to your recognition that you may be audited pursuant to this certification and will retain for at least ten years (or whatever retention period is required by the rules in effect at the time of this certification) after the later of the last day of the applicable funding year or the service delivery deadline for the funding request any and all records that you rely upon to complete this form.

Item 6 - This item concerns compliance with the requirements of the Children's Internet Protection Act (CIPA), as codified at 47 U.S.C. § 254(h) and (l), and the implementing rules as codified at 47 C.F.R. § 54.520. Check the box that describes the status of compliance with the Children's Internet Protection Act. The certification statements in Item 6 of the FCC Form 479 should be read as if you are addressing them to the Billed Entity. CIPA compliance is required if you are seeking discounts for Category Two services or any Category One services for Internet access service that includes a connection from any applicant site directly to the Internet Service Provider or Internet access service with no circuit (data circuit to ISP state/regional network is billed separately).

An Administrative Authority can certify Item 6b only in the first Funding Year after Funding Year 2000 (the Funding Year beginning July 1, 2000) for which it is applying for discounts for Internet Access in Category One or Category Two services. An Administrative Authority can seek a CIPA Waiver under Item 6d only in its Second Funding Year. If you request a CIPA Waiver, you certify that your schools or libraries will be in compliance before the start of the Third Funding Year. You cannot seek a CIPA Waiver in your Third Funding Year, even if you have a new school or library branch/outlet under your authority in that Funding Year. (See **"Impact of CIPA Requirements on FCC Form 479"** above for a discussion of First, Second and Third Funding Years.)

Internet Safety Policy. Schools and libraries receiving universal service discounts are required to adopt and enforce an Internet safety policy that includes a technology protection measure that protects against access by adults and minors to visual depictions that are obscene, child pornography, or — with respect to use of computers with Internet access by minors — harmful to minors.

The Internet safety policy must also address all of the following issues:

- Access by minors to inappropriate matter on the Internet and World Wide Web
- The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications
- Unauthorized access including "hacking" and other unlawful activities by minors online
- Unauthorized disclosure, use, and dissemination of personal information regarding minors
- Measures designed to restrict minors' access to materials harmful to minors

For schools, the Internet safety policy must also include monitoring the online activities of minors. Beginning with Funding Year 2012, when schools certify their compliance with CIPA, they will also be certifying that their Internet safety policies have been updated to provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

Technology Protection Measure. A technology protection measure is a specific technology that blocks or filters Internet access. The school or library must enforce the operation of the technology protection measure during the use of its computers with Internet access, although an administrator, supervisor, or other person authorized by the authority with responsibility for administration of the school or library may disable the technology protection measure during use by an adult to enable access for bona fide research or other lawful purpose.

Public Notice and Hearing or Meeting. The authority with responsibility for administration of the school or library must provide reasonable public notice and hold at least one public hearing or meeting to address the proposed technology protection measure and Internet safety policy. Unless required by local or state rules, an additional public notice and a hearing or meeting is not necessary for amendments to Internet safety policies.

- **Item 6a –** Check here if you are certifying to the Billed Entity that the recipient(s) of service under your administrative authority and represented in the Funding Request Number(s) for which the Billed Entity has requested Funding Commitments has (have) complied with the requirements of the Children's Internet Protection Act.

- **Item 6b** – Check here if you are certifying to the Billed Entity that the recipient(s) of service under your administrative authority and represented in the Funding Request Number(s) for which the Billed Entity has requested Funding Commitments is (are) in its (their) first funding year for purposes of CIPA and is undertaking such actions, including any necessary procurement procedures, to comply with the requirements of the Children's Internet Protection Act for the next funding year, but has (have) not completed all requirements of CIPA for this funding year.

- **Item 6c –** Check here if you are certifying that the Children's Internet Protection Act does not apply because the recipient(s) of service under your administrative authority and represented in the Funding Request Number(s) for which the Billed Entity has requested or received Funding Commitments is (are) receiving services at discount rates only for telecommunications services. (Note: If any Internet access services such as basic Internet access are included or bundled with telecommunications or telecommunications services, CIPA compliance is required).

- **Item 6d – CIPA Waiver. This item is applicable only to your Second Funding Year. (See "Impact of CIPA Requirements on FCC Form 479" above for the definition of your Second Funding Year.)** Check here if you are providing notification that, as of the date of the start of discounted services, you are unable to make the certifications required by the Children's Internet Protection Act because your state or local procurement rules or regulations or competitive bidding requirements prevent the making of the certifications otherwise required. You are certifying that the recipients(s) of service under your administrative authority and represented in the Funding Request Number(s) for which your Billed Entity has requested or received Funding Commitments will be brought into compliance with the CIPA requirements before the start of the Third Funding Year in which they apply for discounts.

  For example, if in Funding Year 2001 you certify that you are undertaking such actions necessary to put the measures required by CIPA in place for Funding Year 2002, then in order to obtain discounts in Funding Year 2002, you must fully implement the measures prior to the start of services in that Funding Year, unless you obtain a waiver as a result of procurement/competitive bidding constraints. Libraries must also check Item 6d if they need to request this waiver from CIPA requirements for Funding Year 2004.

NOTE THAT the certification language in the FCC Form 479 is not intended to fully set forth or explain all the requirements of CIPA.

Item 7 requires the signature of the Authorized Person.

Item 8 - Enter the date the FCC Form 479 was signed. This date must include the month, day and year.

Item 9 - Print the name of the Authorized Person whose signature is provided in Item 7.

Item 10 - Provide the title or position of the Authorized Person whose signature is provided in Item 7.

Item 11 - Provide the telephone number, including area code, of the Authorized Person whose signature is provided in Item 7. This information is required in order to expedite any communications that may be necessary between the Authorized Person responsible for signing the FCC Form 479 and the Billed Entity.

Submit completed forms to your Billed Entity. DO NOT SUBMIT THIS FORM TO USAC OR TO THE FCC.

Willamette Education Service District

Re: Letter of Agency for E-rate Funding Year 2021

This is to confirm our relationship with the Willamette Education Service District (WESD) and its E-rate Consulting Services for the procurement of E-rate eligible services. I hereby authorize WESD to submit FCC Form 470, FCC Form 471, and other E-rate forms to the Schools and Libraries Division of the Universal Service Administrative Company on behalf of our district.

I understand that, in submitting these forms on our behalf, WESD is making certifications for our school district.

I certify that our schools in our district are all schools under the statutory definitions of elementary and secondary schools found in the No Child Left Behind Act of 2001, 20 U.S.C. 7801(18) and (38), that do not operate as for-profit businesses and do not have endowments exceeding $50 million.

I certify that our school district has secured access, separately or through this program, to all of the resources, including computers, training, software, internal connections, maintenance, and electrical capacity, necessary to use the services purchased effectively. I recognize that some of the aforementioned resources are not eligible for support. I certify that to the extent that the Billed Entity is passing through the non-discounted charges for the services requested under this Letter of Agency, that the entities I represent have secured access to all of the resources to pay the non-discounted charges for eligible services from funds to which access has been secured in the current funding year.

I certify that the services the district purchases at discounts provided by 47 U.S.C. 254 will be used solely for educational purposes and will not be sold, resold, or transferred in consideration for money or and other thing of value, except as permitted by the rules of the Federal Communications Commission (Commission or FCC) at 47 C.F.R. 54.500(et seq.).

I certify that our school district has complied with all program rules and I acknowledge that failure to do so may result in denial of discount funding and/or cancellation of funding commitments. I acknowledge that failure to comply with program rules could result in civil or criminal prosecution by the appropriate law enforcement authorities.

I acknowledge that the discount level used for shared services is conditional, for future years, upon ensuring that the most disadvantaged schools and libraries that are treated as sharing in the service, receive and appropriate share of benefits from those services.

I certify that I will retain required documents for a period of at least five years after the last day of service delivered. I certify that I will retain all documents necessary to demonstrate compliance with the statute and Commission rules regarding the application for, receipt of, and delivery of services receiving schools and libraries discounts, and that if audited, I will make such records available to the Administrator. I acknowledge that I may be audited pursuant to participation in the schools and libraries program.

I certify that I am authorized to order telecommunications and other supported services for the eligible entities covered by this Letter of Agency. I certify that I am authorized to make this request on behalf of the eligible entity covered by this Letter of Agency, that I have examined the Letter, that all of the information on this Letter is true and correct to the best of my knowledge, that the entities that will be receiving discounted services under this Letter pursuant to this

application have complied with the terms, conditions and purposes of the program, that no kickbacks were paid to anyone and that false statements on this form can be punished by fine or forfeiture under the Communications Act, 47, U.S.C. 502, 503(b), or fine or imprisonment under Title 18 of the United States Code, 18 U.S.C. 1001 and civil violations of the False Claims Act.

I acknowledge that FCC rules provide that persons who have been convicted of criminal violations or held civilly liable for certain acts arising from their participation in the schools and libraries support mechanism are subject to suspension and debarment from the program. I will institute reasonable measures to be informed, and will notify USAC should I be informed or become aware that I or any of the entities, or any person associated in any way with my entity is convicted of a criminal violation or held civilly liable for acts arising from their participation in the schools and libraries support mechanism.

I certify that, to the best of my knowledge, the non-discount portion of the costs for eligible services will not be paid by the service provider. I acknowledge that the provision, by the provider of a supported service, of free services or products unrelated to the supported service or product constitutes a rebate of some or all of the cost of the supported services.

I certify that I am authorized to sign this Letter of Agency and, to the best of my knowledge, information, and belief, all information provided to WESD for E-rate submission is true.

Name of Entity_____

Signature_____

Name_____

Title_____

Date_____

INTERGOVERNMENTAL AGREEMENT

Reynolds School District

and

WILLAMETTE EDUCATION SERVICE DISTRICT

THIS AGREEMENT is entered into and shall be effective for E-rate Funding Year 21, by and between **Reynolds School District** and **Willamette Education Service District** ("WESD").

R E C I T A L S

WHEREAS, **Reynolds School District** and WESD are units of local government, as that term is defined in ORS 190.003; and

WHEREAS, ORS 190.010 provides that units of local government may enter into written agreements for the performance of any or all functions and activities that a party to the agreement, its officers or agencies, have authority to perform; and states further that the agreement may provide for the performance of a function or activity:

1. By a consolidated department;
2. By jointly providing for administrative officers;
3. By means of facilities or equipment jointly constructed, owned, leased or operated;
4. By one of the parties for any other party;
5. By an intergovernmental entity created by the agreement and governed by a board or commission appointed by, responsible to, and acting on behalf of the units of local government that are parties to the agreement; or
6. By a combination of the methods described above; and

WHEREAS, ORS 190.020 requires the agreement to specify the functions or activities to be performed and by what means they shall be performed and, where applicable, the agreement shall provide for:

1. The apportionment among the parties to the agreement of the responsibility for providing funds to pay for expenses incurred in the performance of the functions or activities;
2. The apportionment of fees or other revenue derived from the functions or activities and the manner in which such revenue shall be accounted for;
3. The transfer of personnel and the preservation of their employment benefits;
4. The transfer of possession of or title to real or personal property;
5. The term or duration of the agreement, which may be perpetual;
6. The rights of the parties to terminate the agreement; and

WHEREAS, concerning the effect of the agreement, ORS 190.030 states:

1. When an agreement under ORS 190.010 has been entered into, the unit of local government, consolidated department, intergovernmental entity or administrative officer designated therein to perform special functions or activities is vested with all powers, rights and duties relating to those functions and activities that are vested in law in each separate party to the agreement, its officers and agencies;
2. An officer designated in an agreement to perform specific duties, functions or activities or two or more public officers shall be considered to be holding only one office;
3. An elective office may not be terminated by an agreement under ORS 190.010; and

WHEREAS, **Reynolds School District** is in need of E-rate preparation and management.

WHEREAS, **Reynolds School District** and WESD wish to enter into an agreement which provides **Reynolds School District** with E-rate Consulting Services and WESD E-rate Support; and

NOW, THEREFORE, in consideration of the promises and covenants herein contained, the parties enter into the following:

A G R E E M E N T

1. Purpose of and Effective Date of Contract

1.1. The purpose of this Contract is to provide E-rate preparation and management.
1.2. This Contract becomes effective upon execution by both parties and remains in effect until November 30th, 2022. Any changes to this agreement must be in writing, in the form of an amendment to this Contract and signed by both parties. If all deliverables are not completed by November 30th, 2022, this Contract is automatically extended for 1 year unless client declines extension by written notice.

2. Duties and Responsibilities of Client

2.1. Respond to all requests for information from WESD E-rate team within two (2) business days. If Universal Service Administrative Company (USAC) staff contacts the Client , the Client will notify WESD E-rate team within two (2) business days PRIOR to response. WESD E-rate team will advise Client how to proceed. WESD is acting as an official agent of the Client and assumes all documentation received by Client is correct. WESD is not liable for the accuracy of fraudulent or delayed information.
2.2. Maintain WESD's E-rate Checklist of District Responsibilities in your designated E-rate Google Suite with accuracy. Meet WESD designated deadlines on E-rate Checklist of District Responsibilities and manage checklist in real time.
2.3. Provide documentation, completed surveys, and other requested information for each phase of the E-rate application at least 2 weeks (14 calendar days) prior to the applicable filing deadline as determined by the FCC for each phase of the application. If all requested information is not provided at least 2 weeks (14 calendar days) prior to the filing deadlines, WESD cannot guarantee timely filing of the E-rate forms and processes provided in Appendix B. Information received after the 2 week (14 calendar day) window will be processed in the order received. For the purposes of this agreement, the information required to complete the Form 470 must be received at least 2 weeks (14 calendar days) prior to the Form 470 filing deadline and the information required to complete the Form 471 must be received at least 2 weeks (14 calendar days) prior to the Form 471 filing deadline.
2.4. Follow all E-rate (FCC, USAC) rules regarding competitive bidding. Maintain documentation of RFP's, bidding practices and vendor bids for a period of 10 years after the completion of service of this contract.
2.5. Notify WESD of all vendor contracts and month to month services. Failure to do so could endanger funding.
2.6. Notify WESD if **Reynolds School District** intends to modify contracts or month to month services in any fashion, PRIOR to modification, in order to ensure compliance with E-rate rules.
2.7. Follow all E-rate (FCC, USAC) rules regarding receipt of gifts/considerations and document retention and CIPA compliance.
2.8. PAYMENT Cost of services and payment information are provided in Appendix A.
2.9. The District will be responsible for all charges for any technology vendor that is not discounted by E-rate. If the E-rate discount is rejected, decreased, or adjusted post-commitment for any reason, no matter who is at fault, the District will be responsible for

the full charge as billed by the technology vendor. If a post commitment change of funding significantly impacts the original costs of services related to this Contract, WESD may credit the District on the invoice immediately following the change. The credit will be approved on a case by case basis at WESD's discretion. WESD will not incur any charges on behalf of the District's technology services.

3. Duties and Responsibilities of WESD

Duties and responsibilities may include, but are not limited to:

3.1. WESD agrees to file all needed applications based on the data provided by Client .
3.2. WESD agrees to mediate all problem resolution.
3.3. WESD agrees to complete the deliverables as follows:
  3.3.1. Filing of Funding Year 21 Form 470 (certified by District Official)
  3.3.2. Filing of Funding Year 21 Form 471 (certified by District Official)
  3.3.3. Completion of Funding Year 21 PIA Review
  3.3.4. Filing of Funding Year 21 Form 486 (if a funding commitment is secured)
  3.3.5. Filing of Funding Year 21 Form 472 (if a funding commitment is secured)
  3.3.6. Completion of Funding Year 21 Invoice Review (if funding commitment secured)
  3.3.7. Assistance with any appeals for Funding Year 21
  3.3.8. Audit assistance for Funding Year 21 (if funding commitment is secured)

Please Note: In the event that designated District Official is unable to certify Form 470 or 471, District Official may request, in writing, WESD E-rate Team certify said form on their behalf after the final version of the form has been reviewed and approved by District Official. WESD retains the discretion to evaluate each request on a case by case basis and if the WESD determines it is appropriate it may certify the form.

4. Term of the Agreement

The parties agree that this agreement shall be in effect from the date this agreement is signed until November 30th, 2022. The parties may extend this agreement for an additional one-year term, in the event that all deliverables are not completed for Funding Year 21.

5. Indemnification

Both parties accept responsibility for liability arising out of the performance of this Agreement. Client shall hold harmless, and indemnify WESD from any and all liability, settlements, loss, costs and expenses in connection with any action, suit or claim resulting or allegedly resulting from the Client 's negligent acts, omissions, activities or services provided pursuant to this Agreement. WESD shall hold harmless, and indemnify Client from any and all liability, settlements, loss, costs and expenses in connection with any action, suit or claim resulting or allegedly resulting from the WESD's negligent acts, omissions, activities or services provided pursuant to this Agreement. WESD liability is subject to the conditions and limitations of the Oregon Constitution and the Oregon Tort Claims Act (ORS 30.260-30.300).

6. Insurance

Unless otherwise specified in a solicitation document (if any), at all times while providing services under this Agreement, both parties shall maintain in force insurance coverage at least equal to the value of this Agreement and the following insurance coverages:

6.1. Professional Liability/Errors & Omission ("E&O"): Both parties shall maintain professional liability/E&O insurance coverage of at least $1,000.000 for each claim, incident, or occurrence, and at least $2,000,000 annual aggregate coverage. This policy shall provide extended reporting period coverage for claims made within two (2) years after this Agreement is completed or otherwise terminated according to its terms.

7. FERPA Re-Disclosure

The Parties recognize that the Family Educational Rights and Privacy Act (FERPA) imposes strict penalties for improper disclosure or re-disclosure of confidential student information. Therefore, consistent with the requirements of FERPA, personally identifiable information obtained by the Parties in the performance of this Agreement may not be re-disclosed to third parties without the written consent of the student's parent/guardian and must be used only for the purposes identified in this Agreement, unless otherwise allowed by law.

8. Assignment

Neither party to this agreement may assign its interest in the agreement without the express written consent of the other party.

9. Compliance With Laws

During the entire term of this agreement, the parties shall comply in every respect with all laws, rules and regulations of the State of Oregon as well as agency policies affecting their rights and responsibilities under the contract.

10. Waiver

No waiver of any portion of this agreement shall be deemed or shall constitute a waiver of any other portion thereof, nor shall any waiver constitute a continuing waiver.

11. Contract Disputes

The parties agree that any disagreement regarding the interpretation, meaning or affect or any provision of this agreement shall be settled by arbitration if so requested by either party in writing. The arbitration decision will be binding upon the parties. The cost of such arbitration shall be shared equally between the parties.

12. Termination or Suspension of Performance

This Intergovernmental Agreement may be terminated under the following conditions:

12.1. By mutual consent of both parties, with 60 calendar days' notice, in writing and delivered by certified mail or in person;
12.2. Any such termination of this contract shall be without prejudice to any obligations or liabilities of either party already accrued prior to the notice of termination;
12.3. The parties agree to within two (2) business days settle all accounts existing from work performed under this contract upon termination.

13. Integration Clause

There are no covenants, promises, agreements, conditions, or understandings between the parties, either oral or written, other than those contained in this Agreement and its

attachment(s). All attachment(s) hereto together constitute the entire agreement between the parties.

14. Force Majeure

Neither WESD nor Client shall be responsible for delay or default caused by any contingency beyond their control including, but not limited to, war or insurrection, strikes or lockouts by the parties' own employees, walkouts by the parties' own employees, fires, natural calamities, riots or demands or requirements of governmental agencies other than WESD.

15. Modifications

No waiver, consent, modification or change in the terms of this Agreement shall bind either party unless in writing signed by both Parties. A written waiver, consent, modification or change shall be effective only in the specific instance and for the specific purpose given..

Reynolds School District
E-rate Contacts (2 contacts required)

Name of Primary Contact	*Email*	*Phone*
Name of Secondary Contact	*Email*	*Phone*

Signed this _____ day of _____.
Reynolds School District

By: _____

Signed this _____ day of _____.
Willamette Education Service District

By: _____
Michael Dunckel
Director of Business Services

APPENDIX A

COST OF SERVICES

E-rate Consulting Services

Payment is based on a percentage of committed funding for all applications prepared by WESD. The percentage is determined by the amount of the funding commitment and the location of the Client . Fee discounts are given at set funding levels.

Proposed Pricing	Rate	Cap
Commitment of $0 - 9,999	10%	$1,000.00
Commitment of $10,000- 49,999	10%	$4,500.00
Commitment of $50,000 - 99,999	9%	$8,000.00
Commitment of $100,000 - 199,999	8%	$14,000.00
Commitment of $200,000 - 299,999	7%	$18,000.00
Commitment of $300,000 - 499,999	6%	$25,000.00
Commitment of $500,000 or more	5%	$25,000.00

The actual cost to the Client SD cannot be determined until the Funding Commitment Decision Letter (FCDL) is received from USAC. Prior to receipt of the FCDL, the amount can be estimated based on the amounts listed in the Form 471 once it is completed. WESD will invoice Client for actual costs after receipt of the FCDL.

APPENDIX B

DESCRIPTION OF DISTRICT RESPONSIBILITIES BY FORM

WESD staff will prepare and finalize the required E-rate forms as per the terms of this contract. While WESD staff are knowledgeable about the rules and processes required to complete each application, there is information that can only be obtained from District staff. WESD has implemented tools to reduce the burden on District staff as much as possible, and to make this data gathering process as streamlined as it can be. The below responsibilities coincide with WESD's E-rate Checklist of District Responsibilities in your designated E-rate Google Suite and will have mandatory deadlines to each associated task.

Form 470

- Provide WESD with appropriate E-rate Productivity Center (EPC) access
- Respond to all requests for information within two (2) business days
- Complete the WESD surveys by specified deadlines
- Prepare an E-rate compliant Bid Selection Matrix to evaluate bids PRIOR to the filing of the Form 470
- Review the completed form 470 within the EPC system within two (2) business days upon request.
- Submit/certify the completed form 470 within the EPC system
- Perform a fair and open competitive bidding process
- Wait at least 28 days after the filing of the 470 form to evaluate bids and/or sign contracts and ensure that all local and state procurement rules are followed.
- Evaluate bids using an E-rate compliant Bid Selection Matrix

Form 471

- Ensure that all service provider contracts are signed prior to 471 filing
- Complete the WESD surveys by specified deadlines
- Review the completed form 471 within the EPC system within two (2) business days upon request.
- Submit/certify the completed form 471 within the EPC system

PIA Review, Form 486, Form 472, Form 500, Post Commitment Changes

- Provide WESD with documentation requested within two (2) business days

Invoice Review

- Complete WESD billing spreadsheet and upload associated documents including at least one invoice copy into your designated E-rate Google Suite, total vendor payments and calculated ineligibles for July 1st - June 30th no later than September 15th following the end of the funding year
- Provide additional invoice copies or supporting documents within two (2) business days upon request

USAC & FCC Waiver, Appeal, & Audit Assistance

- Provide WESD with documentation requested within required timeframes
- Keep all E-rate and procurement related documentation for at least 10 years after last date of service. This includes but is not limited to: signed copies of contracts, bids, bid matrices, invoices, and payment checks

EACH AND EVERY CHILD PREPARED FOR A WORLD YET TO BE IMAGINED

To: Board of Directors

From: Dr. Christopher Ortiz, Assistant Superintendent of Student & Family Services and District Operations

Prepared by: Dr. Matthew Bennett, Director of Special Education

Subject: **Alternative Education Programs**

Policy: Special Eduation – Free Appropriate Public Education - IGBAJ

Date: November 18, 2020

Action ☒
Report ☐

Connection to Board Goals

☐ Student Achievement ☒ Equity ☐ Fiscal Responsibility ☐ Communications

School Board Core Belief/Commitment #2: We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities.

Summary:
Reynolds School District Board Policy IGBHA requires the Board to be presented a list of alternative education programs annually for approval.

Previous Board Action:
Board approved contracts for school years:

2016-17, 2017-18, 2018-19, 2019-20

- POIC/Rosemary Anderson High School
- Mt. Hood Community College Middle College and GED programs
- Serendipity Center
- Columbia Regional Deaf and Hard of Hearing
- Open Meadow Alternative Schools
- Special Education alternative programs - MESD Resolution and Contract Services
- Portland Youth Builders

Background:
The District strives to provide services to all students and recognizes different student needs create the need for multiple programs that best suit student needs as they complete their education.
During the 2019-20 school year, Reynolds School District students were served in outside placements as follows:

- Arata Creek School (MESD) 20
- Burlingame Creek School (MESD) 11
- Functional Life Skills Program (MESD) 12
- Columbia Regional Deaf & Hard of Hearing Program 6
- Four Creeks School (MESD) 22
- Helensview School (MESD) 2
- Knott Creek School (MESD) 17
- Mt. Hood Community College GED Program 28
- Mt. Hood Community College, Middle College Program 4
- Open School 42
- Oregon School for the Deaf 2
- POIC/Rosemary Anderson 26
- Serendipity Center 15

Proposed Alternative Education Programs for 2020-21

- See attached list of proposed schools for the 2020-21 School Year

Financial Implications:
Program costs vary by the level of service provided. Each time the Board is asked to authorize a contract with one of the programs or providers, financial implications for the contract will be reported to the Board for the particular Board action item.

Alternatives:
Currently, there are limited facilities that provide all of the services that students need.

Staff Recommendation:
Staff recommends the Board approve the proposed 2020-21 alternative education programs for participation by Reynolds School District students.

Motion:
I move that the Board authorize the District to approve the proposed Alternative Education Programs/Schools for the 2020-21 School Year.

Reynolds School District

EACH AND EVERY CHILD PREPARED FOR A WORLD YET TO BE IMAGINED

2020-21 Proposed Alternative Schools

Program/School Name	Program Focus	Program Description	Address/Phone	Program Contacts	Alt Ed Evaluators
1. Columbia Regional Deaf/Hard of Hearing https://www.crporegon.org/crp	**Grades Served**: K-12 **Strengths:** Outstanding parent/family connections. **Concerns:** No major concerns. CRP does think that they have capacity to serve high school students in larger numbers. https://www.crporegon.org/Page/293	Columbia Regional Program (CRP) Special Focus Classrooms are designed to provide intensive language instruction across all academic areas for students who are Deaf or Hard of hearing and whose language development has been significantly impacted because of their hearing loss.	833 NE 74th Ave, Portland OR 97213 503-916-5570	Kristy Karsten: 503-916-5570, kkarsten@pps.net Erin Fell: 503- 916-5570 X 78375, efell@pps.net Kerry Gilley, 503-916-5570. kgilley@pps.net	1. Julie Sams julie_sams@parkrose.k12.or.us 2. Erin Garvin erin_garvin@ddsd40.org
2. MESD Creeks https://www.multnomahesd.org/ -Arata Creek -Burlingame Creek -Four Creeks -Knott Creek	**Grades Served:** K-12 **Strengths:** Very organized, strong consistent systems in place. Solid staffing/ratios. **Concerns:** No major concerns. Districts need for alt placements remain. https://www.multnomahesd.org/creeks.html	Arata Creek, Knott Creek, Four Creeks and Burlingame Creek Schools operate as a K-12 school using the concept of a continuum system. There are four phases with clear academic and behavioral expectations. Students move through the system when they show they can meet the requirements at a particular stage over a period of time. The length of time it takes for a student to move through the continuum depends on the student's consistent use of new social and problem solving skills	**Arata Creek:** 2470 SW Halsey St. Troutdale, OR 97060. 503-262-4850 **Burlingame Creek**: 876 NE 8th St. Gresham, OR 97030 503-262-4050 **Four Creeks:** 14513 SE Stark St. Portland, OR 971-229-6065 **Knott Creek:** 11456 NE Knott St. Portland, OR 97220 971-229-6470	Joni Tolon: jtolon@mesd.k12.or.us **Arata & Burlingame:** Timothy Rodgers trodgers@mesd.k12.or.us 503-262-4820 Ian Molay imolay@mesd.k12.or.us 503-262-4050 **Four Creeks & Knott Creek:** Kari Sanders ksanders@mesd.k12.or.us	1. Lisa Gutierrez lisa_gutierrez@parkrose.k12.or.us 2. Shannon Deems deems@gresham.k12.or.us 3. Daniel R. Dater ddater@rsd7.net 4. Jen Ayers jayers@rsd7.net
3. Mt Hood Community College https://www.mhcc.edu/	**Grades Served:** 9-12++ **Strengths:** Programs do a very good job of helping students reconnect with education services and complete graduation requirements. Substantial effort undertaken for reconnecting students and providing wrap-around supports for students attending. **Concerns:** The two programs seem to be operating independent of each other. https://www.mhcc.edu/HighSchoolPrograms/	-Gateway to College – New Program -GED Program Through Mt. Hood Community College youth have the opportunity to attend one of several programs, these include: ABE/GED; Spanish GED; and ESL. These classes are offered at a variety of times for the convenience of enrolled students.	26000 SE Stark Street, Gresham, OR 97030 503-491-6422	Kristen Kulongoski: Kristen.Kulongoski@mhcc.edu Eran Smith: Eran.Smith@mhcc.edu 503-491-7589	1. Melissa Donnini melissa_donnini@csd28j.org 2. Lisa Gutierrez lisa_gutierrez@parkrose.k12.or.us
4. Wheatley https://www.multnomahesd.org/	**Grades Served:** K-21 **Strengths:** Provides services to high needs student population. Highly organized, excellent related services provided, committed staff, staff/student ratios. **Concerns:** Some staff turn-over, and maintaining on-going training across the school year for new hires. https://www.multnomahesd.org/wheatley.html	Wheatley School provides a positive and safe learning community that fosters academic and vocational growth. Our commitment to ensure a least restrictive environment, through campus-wide positive behavioral intervention supports, allows all students the opportunity to reach their ultimate potential	14030 NE Sacramento St. Portland, OR 97230 (503) 262-4000	Erick Welsh: ewelsh@mesd.k12.or.us 503-262-4006	1. Lisa Gutierrez lisa_gutierrez@parkrose.k12.or.us 2. Patrick O'Brien patrick_obrien@csd28j.org
5. MESD Functional Life Skills https://www.multnomahesd.org/	Grades Served: Strengths: Weaknesses:		11611 NE Ainsworth Circle, Portland, OR 97220	Melanie Hart: 503-257-1590, 480-294-9022 mhart@mesd.k12.or.us Christianne Hughes: 503-257-1658. 617-290-5761 chughes@mesd.k12.or.us	1. Julie Sams julie_sams@parkrose.k12.or.us 2. Ed Knowles ed_knowles@ddsd40.org
6. Helensview School https://www.multnomahesd.org/	https://www.multnomahesd.org/helensview.html Grades Served: Strengths: Weaknesses:		8678 NE Sumner St. Portland, OR 97220 (503) 262-4150	Dawn Joella-Jackson: 503-262-4150 djoella@mesd.k12.or.us	1. Daniel Dater ddater@rsd7.net 2. Lisa Gutierrez lisa_gutierrez@parkrose.k12.or.us
7. Portland Community College* https://www.pcc.edu/prepare/head-start/links/ *Not working with any East County districts 2019-2020 - ?	Grades Served: Strengths: Weaknesses:		PCC Southeast Campus 2305 SE 82nd Ave., Portland, OR 97216 MTH 123e 971-722-6125	Jeff Laff: jeff.laff15@pcc.edu	1. Terrie Howard thoward@rsd7.net 2. Erin Garvin erin_garvin@ddsd40.org

2020-21 Proposed Alternative Schools

Program/School Name	Program Focus	Program Description	Address/Phone	Program Contacts	Alt Ed Evaluators
8. Rosemary Anderson High School -East www.portlandoic.org/	https://www.portlandoic.org/students/rosemary-anderson-high-school Grades Served: Strengths: Weaknesses:		2208 SE 182nd Ave, Portland, OR 97233 503-797-7226	Franky Gomez: fgomez@portlandoic.org 971-940-8093	1. Shannon Deems deems@gresham.k12.or.us 2. Ed Knowles ed_knowles@ddsd40.org
9. Rosemary Anderson High School – Lents www.portlandoic.org/	https://www.portlandoic.org/students/rosemary-anderson-high-school Grades Served: Strengths: Weaknesses:		9330 SE Harold St. Portland, OR 97266 503-797-7226 , x601	Madison Liesinger: mliesinger@portlandoic.org 971-413-5965	1. Terrie Howard thoward@rsd7.net 2. Melissa Donnini melissa_donnini@csd28j.org
10. Rosemary Anderson Middle School www.portlandoic.org/	https://www.portlandoic.org/students/rosemary-anderson-middle-school Grades Served: Strengths: Weaknesses:		4430 N. Trenton Portland, OR 97203 971-940-8014	Alvin Johnson: ajohnson@portlandoic.org 971-400-6171	1. Jen Ayers jayers@rsd7.net 2. Terrie Howard thoward@rsd7.net
11. Open School https://openschoolnw.org/	https://openschoolnw.org/programs/open-school-east/ Grades Served: Strengths: Weaknesses:		16570 SE Oak St, Portland, OR 97233 503-488-5200	Michelle Cardenas (Assoc. Dir): Michelle.cardenas@openschoolnw.org 503-488-5200 Nawwal Moustafa (Middle School Program Director): 503-488-5156 Matt Ross (High School Program Director): 503-488-5158	1. Daniel Dater ddater@rsd7.net 2. Lisa Gutierrez lisa_gutierrez@parkrose.k12.or.us
12. Serendipity http://www.serendipitycenter.org/	Grades Served: Strengths: Weaknesses:		14815 SE Division St, Portland, OR 97236 503-761-7139	Jelena Doney: JelenaD@Serendipitycenter.org 503-595-2753	1. Jen Ayers jayers@rsd7.net 2. Terrie Howard thoward@rsd7.net
13. Portland Youth Builders http://pybpdx.org/	http://pybpdx.org/about Grades Served: Strengths: Weaknesses:		4816 SE 92nd Ave, Portland, OR 97266 503-286-9350	Jessica Burbach: jessica.burbach@pybpdx.org 503-286-9350, ext 253 Jill Walters: jill.walters@pybpdx.org 503-286-9350 ext. 241 Rana Uzzaman: Rana.uzzaman@pybpdx.org	1. Melissa Donnini melissa_donnini@csd28j.org 2. Jen Ayers jayers@rsd7.net
14. Kartini School https://www.kartiniclinic.com/	Grades Served: Strengths: Weaknesses:		3530 N. Vancouver Ave, Suite 400, Portland, OR 97227 971-319-6800	Mary Gunesch: mgunesch@kartiniclinic.com 503-201-8028	1. Patrick O'Brien patrick_obrien@csd28j.org 2. Shannon Deems deems@gresham.k12.or.us 3. Donna Ravenberg ravenberg@gresham.k12.or.us 4. Denise Wright denise_wright@csd28j.org

Reynolds School District

EACH AND EVERY CHILD PREPARED FOR A WORLD YET TO BE IMAGINED

To:	Board of Directors
From:	Dr. Danna Diaz, Superintendent of Schools
Prepared by:	Robert Neu, Assistant Superintendent of Human Capital Management
Subject:	**MOU with REA on Special Education Eligibility Teacing**
Policy:	Board Powers and Duties - BBA
Date:	November 18, 2020

Action ☒
Report ☐

Connection to Board Goals

☒ Student Achievement ☐ Equity ☒ Fiscal Responsibility ☐ Communications

School Board Core Belief/Commitment #1: We believe that all students, families and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.

Summary:
The Reynolds School District (RSD) and the Reynolds Education Association (REA) hereby agree to the following Memorandum of Understanding (MOU) for the purpose of setting forth the terms and conditions regarding the delivery of Special Education Eligibility Testing (SEET) during Comprehensive Distance Learning (CDL).

Attached is the following document: "REA Special Education Eligibility Testing (SEET) MOU"

Previous Board Action:
Not Applicable

Background:
In accordance with Governor Kate Brown's emergency orders and ODE guidance under Ready Schools Safe Learners for alternative methods of delivery of instruction, the District and REA, in order to assure the safety and well-being of all students and staff, hereby agree to the following terms and conditions for resumption of one-to-one special education eligibility testing.

Staff is requesting that the Board formally approve the "REA Special Education Eligibility Testing (SEET) MOU" which will stay in effect through June 30, 2021.

Financial Implications:
Not Applicable

Alternatives:
The Board could require additional information prior to taking action on this agenda item.

Staff Recommendation:
Staff recommends the Board approve the agreement between RSD and REA as proposed.

Motion:
I move that the Board approve the "REA Special Education Eligibility Testing (SEET) MOU" between the Reynolds School District and the Reynolds Education Association

Memorandum of Agreement Between Reynolds School District and Reynolds Education Association on Comprehensive Distance Learning and the Establishment of an Assessment Center for Special Education Eligibility Testing

The Reynolds School District (RSD) and the Reynolds Education Association (REA) hereby agree to the following Memorandum of Understanding (MOU) for the purpose of setting forth the terms and conditions regarding the delivery of Special Education Eligibility Testing (SEET) during Comprehensive Distance Learning (CDL). In accordance with Governor Kate Brown's emergency orders and ODE guidance under Ready Schools Safe Learners for alternative methods of delivery of instruction, the District and Association, in order to assure the safety and well-being of all students and staff, hereby agree to the following terms and conditions for resumption of one-to-one SEET:

1. **Air Quality:** Any and all SEET will take place only in selected RSD buildings that are equipped with a combination of HVAC and portable air cleaners that mitigate the potential spread of COVID-19 per ODE/CDC/ASHARE guidelines. Each site will follow best practices and PPE protocols recommended by the Ready Schools Safe Learners, all of which will be overseen and enforced by an identified site supervisor.

2. **Staffing:** All members staffing at the SEET centers will be voluntary. Members who volunteer to take on these special assignments, in addition to their "regular work load," shall be fully compensated for their time at peridium hour for hour, as laid out in the Special Consideration Compensation Guidelines under CBA Article #26, Appendix F. Members will have the right to withdraw as a volunteer at any time without penalty.

3. **Safety:** All ODE and CDC guidelines regarding safety protocols and personal protective equipment will be followed. RSD will submit a complete blueprint for delivery of SEET in a one-to-one setting as per CDL guidance from ODE. If an outbreak should occur, an authorized safety plan will be followed which includes informing all potentially impacted members, other staff, students, and their families.

4. Additional necessary MOU's may be negotiated. This Memorandum shall not modify any other terms and conditions of the parties' CBA not specifically addressed herein.

5. This Memorandum will only pertain to SEET testing sites and is not precedent setting for future bargaining agreements.

6. This Memorandum shall expire on June 30, 2021, or upon a change of instructional model.

REYNOLDS EDUCATION ASSOCIATION

Evan V. Selby 10/21/2020

Evan Selby, REA President

Bruce Nasser-Marsh 10/21/2020

M. Nasser Marsh, Bargaining Chair

REYNOLDS SCHOOL DISTRICT

Danna Diaz 10/21/2020

Dr. Danna Diaz, Superintendent of Schools

Robert R Neu 10/21/2020

Robert Neu, Assistant Superintendent of HCM

Reynolds School District

EACH AND EVERY CHILD PREPARED FOR A WORLD YET TO BE IMAGINED

To:	Board of Directors
From:	Dr. Danna Diaz, Superintendent of Schools
Prepared by:	Robert Neu, Assistant Superintendent of Human Capital
Subject:	Management **OSEA MOU on Union Rights HB 2016**
Policy:	Board Powers and Duties - BBA
Date:	November 18, 2020

Action ☒
Report ☐

Connection to Board Goals

☒ Student Achievement ☐ Equity ☒ Fiscal Responsibility ☐ Communications

School Board Core Belief/Commitment #1: We believe that all students, families and staff deserve a safe and secure learning environment. We commit to providing physical and emotional safety across the Reynolds community.

Summary:
This Memorandum of Understanding (MOU) is entered into by and between the Reynolds School District, the Oregon School Employees Association/AFT Local 6732, and OSEA Reynolds Chapter 37. The parties agree to the following changes to article 12 – Union Rights - of the 2018-2021 Collective Bargaining Agreement.

Attached is the following document: "OSEA Union Rights MOU"

Previous Board Action:
Not Applicable

Background:
Due to changes made from enacted House Bill 2016, this MOU outlines the rights of the union and the responsibilities of the District pertaining to matters of Article 12 – Union Rights – of the collective bargaining agreement.

Staff is requesting that the Board formally approve the "OSEA Union Rights MOU" which will stay in effect through June 30, 2021.

Financial Implications:
Not Applicable

Alternatives:
The Board could require additional information prior to taking action on this agenda item.

Staff Recommendation:
Staff recommends the Board approve the agreement between RSD and OSEA as proposed.

Motion:
I move that the Board approve the "OSEA Union Rights MOU" between the Reynolds School District and the Oregon School Employees Association - Reynolds Chapter 37 (OSEA).

MEMORANDUM of UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by and between the Reynolds School District, the Oregon School Employees Association/AFT Local 6732, and OSEA Reynolds Chapter 37. The parties agree to the following changes to article 12 of the 2018-2021 Collective Bargaining Agreement. All other provisions of the CBA remain intact and in full effect.

Article 12 – Union Rights

A. Paid Work Time to Perform Defined Union Activities (HB 2016 - Sections 2, 3, 5)

The District shall allow designated Union representatives to engage in the following activities during work hours and at the District's facilities, without loss of compensation or benefits (HB 2016 - Section 3.1):

1) Investigate and process grievances and other workplace-related complaints;
2) Attend investigatory meetings, hearings and other due process proceedings;
3) Participate in, or prepare for, proceedings that arise from a dispute involving the collective bargaining agreement, including arbitration proceedings, administrative hearings and other proceedings before the Employment Relations Board;
4) Engage in collective bargaining;
5) Attend labor-management meetings, safety committee meetings and any other meetings between representatives of the District and OSEA to discuss employment relations;
6) Provide information regarding the collective bargaining agreement to newly hired bargaining unit employees within thirty (30) calendar days from the date of hire for a period of at least thirty (30) minutes, during new employee orientation or at individual/group meetings that may take place during work hours, without loss of compensation or benefits to the newly hired employee(s);
7) Testify in a professional- or work-related legal proceeding in which the public employee has been subpoenaed as a witness. (Correction from "designated union representative" to reflect language from the new law.)

B. For purposes of this Article, "designated Union representatives" shall include District employees who are Chapter Executive Board officers, Stewards and Work Site Organizers. (HB 2016 - Sections 2, 5)

C. There may be circumstances in which a designated Union representative needs an accommodation to his/her job duties/schedule or requires coverage from other staff members to be able to complete these activities during work hours. Designated Union representatives who require such accommodations or coverage shall provide their immediate supervisors with written notice of the need to perform the activities listed above at least forty-eight (48) hours prior to the time at which the activities will be performed. The written notice shall indicate: (1) which of the activities listed above will be performed; (2) the date and time at which the activities will be performed; and (3) the

approximate length of time the designated representative will spend performing the activities. The supervisors shall make a good faith effort to provide a job accommodation or coverage. (HB 2016 - Section 3.1)

D. The District shall not reduce the designated Union representative's work hours to accommodate the designated Union representative's performance of the activities listed above. However, the designated Union representative and his/her supervisor may agree to a flex schedule that allows the designated Union representative to perform the activities above during paid work hours. (HB 2016 - Section 5)

E. The District may refuse to authorize additional work hours that incur overtime pay due to performing the activities listed above. (HB 2016 - Section 3.2)

F. Bulletin Boards

The District agrees to provide the Union with reasonable bulletin board space for the use of the Union in communicating with employees. Such bulletin board space shall be made available in any building where bulletin boards presently exist and where regular classified employees are working.

G. Access to District Facilities and Equipment (HB 2016 - Section 5.1.(B) (c))

1) At employee orientations, the District shall provide the Union with thirty (30) minutes to make a presentation to all bargaining unit employees without undue interference. The Union shall also be permitted to set up a table at the orientation to meet directly with employees before and after the orientation as well as during breaks. No employee shall suffer a loss in compensation or benefits due to participating in or attending the Union's presentation. (HB 2016 - Section 5)

2) When a bargaining unit employee is hired after the employee orientation or when the District does not conduct an orientation, the Union shall be permitted to meet with newly hired bargaining unit employees for up to thirty (30) minutes during work hours without loss in compensation or benefits for the newly hired employee or for the designated Union representative attending the meeting. Unless otherwise agreed, meetings with newly hired employees shall take place at the newly hired employee's regular work location within thirty (30) calendar days from the date of hire. (HB 2016 - Section 5)

3) The Union shall be permitted to meet with employees during regular work hours at their regular work locations to discuss grievances, complaints and other workplace related matters without loss of compensation or benefits to any employee, including any designated Union representative attending the meeting. The Union will make a good faith

effort to schedule these meetings in a manner that minimizes the impact on District operations. (HB 2016 - Section 3.1)

4) The Union shall have the right to use the District's facilities to conduct Union meetings. The principal of the building in question shall be given an advance request for the use of the building. The request shall not be unreasonably denied. If denied, the denial shall be accompanied by a written explanation. The Union agrees to reimburse the District for any actual expenses incurred during building use. (HB 2016 - Section 8.5)

    a) The District recognizes the contribution of classified employees to the educational process and, therefore, agrees that all employees shall have equal access to the use of facilities provided for the building staff. As such, all meetings called for the purpose of disseminating information which applies to classified employees shall include the affected classified staff.
    b) The District's electronic mail system may be used by the Union for Union-related communications including, but not limited to, communications related to (HB 2016 - Section 5.5):
        i) Collective bargaining;
        ii) Grievance or dispute investigations;
        iii) Governance of the union.

H. Use of Equipment

The Union shall have the right to use District facilities and equipment including computers and installed software, e-mail service, fax machines, typewriters, other duplicating equipment, calculating machines, and other types of audio-visual equipment at reasonable times when such equipment is not otherwise in use. The Union shall supply its own paper when making copies and pay the reasonable cost of any other materials and supplies incidental to such use and for any repairs necessitated as a result thereof.

I. **Property Loss**

When the District requires an employee to furnish his/her own property or tools for District work, the District shall reimburse the employee for the loss of such tools, except personal cell phones, under the following circumstances:

1) The property stolen was accessed by forcible entry on a locked container or as a result of other illegal activity;

2) The employee has filed an inventory of such tools with the appropriate Maintenance, Operations or Transportation supervisor.

3) The employee has cooperated with the District in its investigation and resolution of any reported loss.

Reimbursement shall be at replacement costs (not exceeding actual cost) less any insurance reimbursement. Reimbursement shall not be made for losses less than twenty-five dollars ($25.00) and shall not be made when carelessness or negligence on the part of the employee was evident nor if unattended tools are missing.

J. Time Release (HB 2016 Section 2.2, 3.1(e))

The District may grant members of the Union release time to serve as a representative of the Union and to attend labor-related conferences and other Union sponsored programs that directly relate to the parties' collective bargaining relationship. Requests for release time must be submitted to the supervisor not less than two (2) weeks in advance of the requested time off. These leaves must be approved in advance by administration and the Union will reimburse the District for its costs associated with granting this leave. When an employee's release time has terminated, the employee shall have the right to reinstatement to the same position and work location held prior to the commencement of the release time or, if not feasible, to a substantially similar position without loss of seniority, pay, benefits, or classification.

K. Union Updates

A Union representative shall be allowed to make brief announcements at the end of a regularly scheduled building or departmental staff meeting as long as the Union representative has contacted the administrator in advance of the meeting and the administrator agrees there is sufficient time available.

L. Right to Receive New Hire Information

1) The District shall provide the Chapter President, OSEA Field Representative and classified@osea.org with an editable Excel spreadsheet containing the following information for each employee in the bargaining unit, to the extent the District is in possession of this information:

a) The employee's name and his/her date of hire;
b) Contact information including:
i) cellular, home and work telephone numbers;
ii) personal and work electronic mail addresses;
iii) home or personal mailing address;
iv) Employment information including the employee's job title, salary and work site location.

2. The District shall provide such information within ten (10) calendar days from the date of hire for newly hired employees as well as the name of any employee who has separated employment with the District. The District shall provide current contact information to the Union every one-hundred-twenty (120) calendar days for all employees in the bargaining unit, including those not newly hired. The information is to be sent to classified@osea.org. (HB 2016 Section 5.4 (a))

Robert R Neu 05/11/2020

For the District: Robert Neu, Assistant Superintendent of Human Captial Management Date

Susan Mutschler 11/12/2020

For the Chapter : Susan Mutschler, Chapter President Date

Teri Staudinger 12/11/2020

For OSEA, Teri Staudinger Date

Reynolds School District

EACH AND EVERY CHILD PREPARED FOR A WORLD YET TO BE IMAGINED

To: Board of Directors

From: Dr. Danna Diaz, Superintendent of Schools

Prepared by: Christina Weinard, Director of Financial Services

Subject: **Resolution #2020-2021-011 Amending the Adopted Budget**

Policy: Budget Transfer Authority – DBK-AR

Date: November 18, 2020

Action	☒
Report	☐

Connection to Board Goals:

☐ Student Achievement ☐ Equity ☒ Fiscal Responsibility ☐ Communications

School Board Core Belief/Commitment #4:

We believe that the heart of a high-performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

Summary:

The District is requesting an amendment to the 2020-21 budget increasing the beginning fund balance and expenditures in the amount of $292,000. This amendment is requested because the District provided and served adult meals during the COVID-19 crisis from March through July 2020 and did not recognize the expenditure until the program completed in the hope that additional state funding would be received.

Previous Board Action:

The Board adopted the 2020-21 Budget per Resolution #2019-2020-016
The Board adopted Resolution #2020-21-003 Amending the 2020-21 Adopted Budget

Background:

The District provided and served adult meals during the COVID-19 crisis from March through July 2020. Projected ending fund balance for fiscal year 2019-20 is more than the District has budgeted for the 2020-21 beginning fund balance and expenditures where less than budgeted in 2019-20.

Financial Implications:
The proposed expenditure increase is offset by beginning fund balance revenues and does increase appropriations in the overall budget for 2020-21 in the amount of $292,000.

Alternatives:
The Board could decide not to adopt the resolution.

Staff Recommendation:
Staff recommends the Board adopt Resolution #2020-2021-011, as proposed.

Motion:
I move that the Board adopt Resolution #2020-2021-011 A Resolution Authorizing the Budget Increase of Beginning Fund Balance and Expenditure Appropriations within the General Fund.

Resolution #2020-2021-011

A RESOLUTION AUTHORIZING THE BUDGET INCREASE OF BEGINNING FUND BALANCE AND REALLOCATION OF EXPENDITURE APPROPRIATIONS WITHIN THE GENERAL FUND

WHEREAS, the Board adopted the 2020-21 Budget through Resolution #2019-2020-016 based on assumptions and information known at that time, and Resolution #2020-2021-003 Amending the Adopted Budget; and

WHEREAS, Oregon Local Budget Law, ORS 294.480, allows budget changes after adoption under prescribed guidelines, and

WHEREAS, the District requires an increase to the General Fund to offset expenditures of adult meals provided and served during the COVID-19 crisis from March through July 2020 and did not recognize the expenditure until the program completed in the hope that additional state funding would be received, and

WHEREAS, the projected ending fund balance for fiscal year 2019-20 is more than the District has budgeted for the 2020-21 beginning fund balance due to receiving more revenues in 2019-20 than budgeted and expenditures where less than budgeted, and

WHEREAS, the Board desires to modify the 2020-21 Adopted Budget, increasing appropriations by $292,000 in the General Fund

NOW THEREFORE, BE IT RESOLVED by the Board of Directors of Reynolds District #7 to approve the following adjustments to the 2020-21 Budget:

Major Function	Item Description	Approved Budget 2020-21	This Amendment	Adopted Budget 2020-21
GENERAL FUND				
Requirements				
1000	Instruction	83,220.180	-	83,220,180
2000	Support Services	56,216,054	-	56,216,054
3000	Community Services	170,610	292,000	462,610
5110	Long-Term Debt Service	333,455	-	333,455
5200	Transfers	3,535,913	-	3,535,913
6000	Contingency	1,620,145	-	1,620,145
7000	Ending Fund Balance	4,970,966	-	4,970,966
TOTAL		**150,067,323**	**-**	**150,359,323**

FEDERAL PROGRAMS				
Requirements				
1000	Instruction	6,156,416	-	6,156,416
2000	Support Services	4,098,605	-	4,098,605
3000	Community Services	510,181	-	510,181
TOTAL		**10,765,202**	**-**	**10,765,202**

STATE & OTHER PROGRAMS FUND				
Requirements				
1000	Instruction	6,554,689	-	6,554,689
2000	Support Services	14,489,992	-	14,489,992
3000	Community Services	527,413	-	527,413
6000	Contingency	242,101	-	242,101
7000	Ending Fund Balance	111,910	-	111,910
TOTAL		**21,926,105**	**-**	**21,926,105**

NUTRITION SERVICES				
Requirements				
3000	Community Services	8,295,050	-	8,295,050
6000	Contingency	20,000	-	20,000
TOTAL		**8,315,050**	**-**	**8,315,050**

EARLY RETIREMENT FUND				
Requirements				
2000	Support Services	300,000	-	300,000
TOTAL		**300,000**	**-**	**300,000**

INSURANCE RESERVE FUND				
Requirements				
2000	Support Services	650,000	-	650,000
3000	Community Services	-	-	0
TOTAL		**650,000**	**-**	**650,000**

2005 DEBT SERVICE G.O. BONDS				
Requirements				
5000	Long-Term Debt Service	1,500,000	-	1,500,000
TOTAL		**1,500,000**	**-**	**1,500,000**

2015 DEBT SERVICE G.O. BONDS				
Requirements				
5000	Long-Term Debt Service	9,900,050	-	9,900,050
7000	End Fund Balance	3,961,180	-	3,961,180
TOTAL		**13,861,230**	**-**	**13,861,230**

DEBT SERVICE PERS BONDS				
Requirements				
5000	Long-Term Debt Service	8,910,490	-	8,910,490
7000	End Fund Balance	596,446	-	596,446
TOTAL		**9,506,936**	**-**	**9,506,936**

CAPITAL PROJECTS FUND				
Requirements				
2000	Support Services	-	-	0
4000	Building Acquisition, Construction and Improvement Services	1,224,377	-	1,224,377
5000	Long-Term Debt Service	1,638,398	-	1,638,398
TOTAL		**2,862,775**	**-**	**2,862,775**

2015 CAPITAL PROJECTS FUND				
Requirements				
4000	Building Acquisition, Construction and Improvement Services	2,895,200	-	2,895,200
TOTAL		**2,895,200**	**-**	**2,895,200**

SCHOOL IMPROVEMENT FUND QZAB				
Requirements				
2000	Support Services	175,000	-	175,000
TOTAL		**175,000**	**-**	**175,000**

TOTAL ALL FUNDS				
Requirements				
1000	Instruction	95,931,285	-	95,931,285
2000	Support Services	75,929,651	-	75,929,651
3000	Community Services	9,503,254	292,000	9,795,254

4000	Building Acquisition, Construction and Improvement Services	4,119,577	-	4,119,577
5110	Long-Term Debt Service	22,282,393	-	22,282,393
5200	Transfers	3,535,913	-	3,535,913
6000	Contingency	1,882,246	-	1,882,246
7000	Ending Fund Balance	9,640,502	-	9,640,502
TOTAL		**222,824,821**	**-**	**223,116,821**

Effective Date: Upon Adoption

Passed and adopted by the Reynolds School Board this 18th day of November 2020.

_____
Valerie Tewksbury, Board Chair

_____
Dr. Danna Diaz, Clerk

Reynolds School District

EACH AND EVERY CHILD PREPARED FOR A WORLD YET TO BE IMAGINED

To:	Board of Directors
From:	Dr. Danna Diaz, Superintendent of Schools
Prepared by:	Kaylie Jeffries, Executive Assistant to the Superintendent **Board**
Subject:	**Discussion**
Policy:	Board Meetings - BD/BDA, Conduct of Board Meetings - BDDF
Date:	November 18, 2020

Action ☐
Report ☒

Connection to Board Goals

☒ Student Achievement ☒ Equity ☒ Fiscal Responsibility ☒ Communications

School Board Core Belief/Commitment #4: We believe that the heart of a high-performing organization is its people. We commit to becoming an inclusive and positive organizational culture.

Summary:
Members of the Reynolds School Board will communicate ideas or requests for presenters at upcoming board meetings, agenda setting, or requests for reports.

Previous Board Action:
Not Applicable

Background:
Not Applicable

Financial Implications:
Not Applicable

Alternatives:
Not Applicable

Staff Recommendation:
Not Applicable

Motion:
Not Applicable

Reynolds School District

EACH AND EVERY CHILD PREPARED FOR A WORLD YET TO BE IMAGINED

To:	Board of Directors
From:	Dr. Danna Diaz, Superintendent of Schools
Prepared by:	Kaylie Jeffries, Executive Assistant to the Superintendent
Subject:	**Adjourn**
Policy:	Board Meetings - BD/BDA, Conduct of Board Meetings - BDDF
Date:	November 18, 2020

Action ☒
Report ☐

Connection to Board Goals

☐ Student Achievement ☐ Equity ☐ Fiscal Responsibility ☒ Communications

School Board Core Belief/Commitment #2: We believe that equitable practices allow everyone within the Reynolds community to thrive. We commit to using equity as a foundation in all decision-making processes in order to eliminate inequities.

Adjournment