



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Looking Glass New Roads School
Key Contact Person for this Plan	Kirstin London, Director
Phone Number of this Person	541-607-0627
Email Address of this Person	Kirstin.london@lookingglass.us
Sectors and position titles of those who informed the plan	Staff – Program Director, Education Supervisor Lane Co. Health Dept. – Luis Pimentel-Mendia, CHA II
Local public health office(s) or officer(s)	LCPH – Luis Pimentel-Mendia, County Health Analyst II
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Kirstin London, Program Director Eric Jackson, Education Supervisor All teachers and staff
Intended Effective Dates for this Plan	September 8, 2020
ESD Region	Lane 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.

New Roads School has been participating in twice weekly informational sessions with Lane County Public Health, Lane ESD, and school districts to obtain up-to-date guidance for reopening. Our school population is predominately underserved, marginalized communities who are disproportionately impacted by COVID-19. Staff members have been kept informed about reopening planning. Based on our experience during the school shut-down last school year, we have a good understanding of which students will need support with technology in a hybrid model or comprehensive distance learning.

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). (<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.

New Roads School is selecting Comprehensive Distance Learning as the school's instructional model. We believe we qualify for the statewide exception for districts with enrollment of less than 75 students in total for Limited In-person Instruction. New Roads total enrollment does not exceed 40 students when full. We will be starting the school year on September 8th with 10 students. New Roads students are referred primarily from the Eugene 4J and Bethel school districts. We will confirm there have not been any confirmed cases of COVID-19 among school staff or students in the 14 days prior to beginning school (August 25th). The school will be capped at 6 students and students remain with their cohort throughout the time in the building. New Roads School is able to fully comply with sections 1 – 3 of the Ready Schools, Safe Learners guidance.

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.

Looking Glass New Roads School aligns to the Comprehensive Distance Learning Guidance in the following ways:

- Students have access to standards-based, grade level educational materials, assessment for learning, alignment with Division 22 requirements, and full provision of FAPE, and learning supports for students who qualify for ELD.
- Students on Special Education Plans and 504 Plans are provided specially designed instruction to meet the accommodations and goals as outlined on their IEP or 504 Plan
- Students have access to meal service
- Students have available daily interaction with a licensed teacher who can provide instruction in subjects needed for graduation
- Engagement with students includes mental, social, and emotional health supports
- Whenever possible, synchronous learning opportunities are provided, additional opportunities are be offered to earn credit including: packet work, projects, instruction via phone, work experience, etc.
- Families have frequent communication with school staff and assist in designing and implementing special education processes.

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.

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.

We have reviewed the Comprehensive Distance Learning Guidance and requirements.

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.

New Roads School's initial Operational Blueprint for School Re-entry was designed for On-site Learning. This model was based on the Ready Schools, Safe Learners Guide and guidance from Lane County Health Authority. Based on updated guidance, we will begin the school year with a Comprehensive Distance Learning model and return to full On-site Learning once the state/county have met the metrics and are approved for full on-site instruction.

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
<ul style="list-style-type: none"><input type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting.<input type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.<input type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.<input type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.<input type="checkbox"/> Process and procedures established to train all staff in sections 1 - 3 of the Ready Schools, Safe Learners guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.<input type="checkbox"/> Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff.<input type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.<input type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students.<input type="checkbox"/> Protocol to cooperate with the LPHA recommendations.<input type="checkbox"/> Provide all logs and information to the LPHA in a timely manner.<input type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance).<input type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others.<input type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the Ready Schools, Safe Learners guidance).<input type="checkbox"/> Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit.<ul style="list-style-type: none">• If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the Ready Schools, Safe Learners guidance), the daily log may be maintained for the cohort.• If a student(s) is not part of a stable cohort, then an individual student log must be maintained.<input type="checkbox"/> Required components of individual daily student/cohort logs include:<ul style="list-style-type: none">• Child's name• Drop off/pick up time• Parent/guardian name and emergency contact information• All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student<input type="checkbox"/> Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.	Please see attachment

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 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. <input type="checkbox"/> Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19. <input type="checkbox"/> Protocol to respond to potential outbreaks (see section 3 of the <i>Ready Schools, Safe Learners</i> guidance).	

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. Medically Fragile, Complex and Nursing-Dependent Student Requirements <input type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services: <ol style="list-style-type: none"> 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. <input type="checkbox"/> Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law: <ul style="list-style-type: none"> • Communicate with parents and health care providers to determine return to school status and current needs of the student. • Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. • Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. • The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. • Service provision should consider health and safety as well as legal standards. • Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers. • Work with an interdisciplinary team to meet requirements of ADA and FAPE. 	<p>LG New Roads School has only two staff members. Training will take place via Zoom.</p> <p>Confirmed COVID-19 cases and clusters will be emailed to the Lane County Public Health Coronavirus Response Team.</p> <p>Each student will remain in one work space for the duration of their time in the building each day. This work space will not include any upholstered surfaces or other hard-to-sanitize surfaces. Shared tools will be minimized, i.e. students will have their own pens / pencils, etc. Hand-sanitizer and tissues will be provided at the door and at each work space. Hand-washing signs will be updated to include COVID-19 guidance. The work space and any occasional tools will be sanitized by the Educational Assistant using an appropriate solution and wipe after each use. Bathrooms, light switches, doorknobs and kitchen area for the two staff will be sanitized by the lead teacher after each school day. There are no office spaces that have shared surfaces or shared time in the office.</p> <p>Please see Communicable Disease Policy that encompasses the LPHA recommendations and provide all logs and information in a timely manner.</p> <p>Students and staff will be screen with an optical thermometer and asked updated screening questions. Each person will sign in on a paper log that will be updated to an excel spreadsheet daily. The log will include name, drop off/ pick-up time, parent/guardian information and/or information of the location where the McKinney-Vento youth is sleeping, and staff contact info. The logs will be kept for seven years.</p> <p>The Lane County Public Health Coronavirus Response Team will be consulted regarding cleaning and program closure if anyone who has entered the school is diagnosed with COVID-19.</p> <p>Outbreaks: If any student has tested positive, all students and related parent / guardians will be notified via a personal phone call. An email and text messages via Remind will also be sent.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> • High-risk individuals may meet criteria for exclusion during a local health crisis. • Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> ○ U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020. ○ ODE guidance updates for Special Education. Example from March 11, 2020. ○ OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education.' ○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion. 	<p>Students identified as vulnerable, either by a physician, or parent/guardian notification, will be enrolled in either on-site instruction if deemed safe, or in comprehensive distance learning instruction with daily check-ins.</p> <p>Students who experience a disability will continue to receive specially designed instruction.</p> <p>Because Looking Glass New Roads does not have on-site nursing services, students who have a life-threatening health condition requiring daily or direct professional nursing services will not be enrolled in the school.</p> <p>Students who need mental health and/or drug/alcohol treatment services will be referred to the Looking Glass Counseling Program or the Runaway & Homeless Youth Therapist on site.</p>

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible. <input type="checkbox"/> 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. <input type="checkbox"/> 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). <input type="checkbox"/> Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. <input type="checkbox"/> Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. 	<p>School capacity is limited to 5 students in the building at one time and 10 people total (including staff, volunteers, and the office of another LG employee).</p> <p>This works out to one student in each room except the large classroom, which can accommodate 2 students approximately 10-feet away from each other and 10 ft from the instructor (80+ sq ft. per person).</p> <p>Distancing requirements will also apply to staff professional development and staff gatherings. Web-based meetings will be the preferred method.</p> <p>Teachers will move in and out of classrooms for instruction rather than students.</p> <p>Bathrooms are single-person.</p> <p>Hallways and the lobby will be marked at 6 ft. distances to promote proper spacing.</p>

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. <input type="checkbox"/> 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. <input type="checkbox"/> Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the Ready Schools, Safe Learners guidance). 	<p>Each student is being provided one on one instruction.</p> <p>Cohorting will only be utilized by siblings or other related individuals who are sleeping in the same location. They will still be asked to keep physical distancing while in the building but will be allowed to study in the same room.</p> <p>Surfaces (door handles, desks, etc.) will be sanitized between multiple student uses, even in the same cohort. Each class period will begin and end with sanitizing surfaces.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. <input type="checkbox"/> Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. <input type="checkbox"/> 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. <input type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. 	<p>While transporting students in vans, there will be at least three feet of physical distance between students/staff, although six feet is preferable.</p>

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. <input type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. <ul style="list-style-type: none"> • The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). <input type="checkbox"/> Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. <input type="checkbox"/> Provide all information in languages and formats accessible to the school community. 	<p>Prior to students returning for the school year, staff will be trained on the Communicable Disease Management Plan and control measures that are being implemented to prevent the spread of disease. All staff will be trained on Riverfront’s Operational Blueprint expectations.</p> <p>A letter/text/or email 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.</p> <p>Students and guardians will be asked about close contact with a confirmed case of COVID-19 (being within 6 ft. of a COVID-19 case for 15 minutes or longer) before they return to school. The daily screening sheet includes questions about close contact.</p> <p>Staff will communicate 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. Communication will occur via phone/email/and or text. Updated communication will be shared with families at least monthly or as updated information is available throughout the school year.</p>

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> 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: <ul style="list-style-type: none"> • Primary symptoms of concern: cough, fever (<i>temperature</i> 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: <ul style="list-style-type: none"> ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face (lighter skin); greyish lips or face (darker skin) 	<p>Staff and students will be directed to stay home if they or anyone in their homes or community living spaces have COVID-19 symptoms.</p> <p>Teachers will be present at each entry point to screen students for symptoms.</p> <p>Staff and students will complete a screening questionnaire each day to confirm that they do not have any COVID-19 primary symptoms and/or have not been in contact with anyone confirmed to have COVID-19. A daily screening log (developed by ODE) will be maintained.</p> <p>Staff will take their/student’s temperature and document it on the screening tool. If temperature is 100.4°F or higher, the employee/student must leave and not return to work until 72 hours fever free without the use of fever reducing medicine.</p> <p>Staff will wash their hands for a minimum of 20 seconds or clean their hands with an alcohol-based hand sanitizer with 60-95% alcohol upon entry into the building. Students will be asked to wash their hands using the same protocol or clean their hands with an alcohol-based hand sanitizer with 60-95% alcohol.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ○ Other severe symptoms <input type="checkbox"/> Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health. <ul style="list-style-type: none"> • Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the Ready Schools, Safe Learners guidance) and sent home as soon as possible. See table “Planning for COVID-19 Scenarios in Schools.” • Additional guidance for nurses and health staff. <input type="checkbox"/> Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See table “Planning for COVID-19 Scenarios in Schools.”	<p>Equipment will be designated solely for the use of a single cohort and sanitized before and after using.</p> <p>Supplies will be designated for each student and sanitized after each day. Sharing of items will be avoided. Each student’s supplies and belongings will be separated from other students’ supplies and belongings and kept in each student’s designated area.</p>
<input type="checkbox"/> Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.	
<input type="checkbox"/> Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Restrict non-essential visitors/volunteers. <ul style="list-style-type: none"> • Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. • Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. <input type="checkbox"/> 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.”	<p>Non-essential visitors will not be allowed in the school.</p> <p>Essential visitors (DHS case managers/protective services, law enforcement, DYS/OYA probation/parole officers) must sign in, wear a mask, be screened for COVID-19 symptoms, wash their hands or use sanitizer upon entry, follow distancing requirements and all other provisions of the guidance. Visitors known to have been exposed to COVID-19 within the preceding 14 days will be restricted from entering the school.</p> <p>University work-study students and essential volunteers will follow all protocols expected of staff as outlined in this blueprint</p>
<input type="checkbox"/> Visitors/volunteers must wash or sanitize their hands upon entry and exit.	
<input type="checkbox"/> 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
<input type="checkbox"/> 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.	<p>Face masks, shields or coverings are required for all students, Looking Glass staff, work-study students, essential volunteers, and district staff entering the building.</p> <p>Students will be provided a mask if they do not have one. Students who abstain from wearing a face covering, or whose families determine the student will not wear a covering during on-site instruction, will be provided access to distance learning.</p> <p>Students who remove a face covering or demonstrate a need to remove a covering for a short period of time will be provided a space away from peers while face covering is removed and then expected to re-engage with their cohort. Students will be supervised during this time and will not be disciplined or discriminated against for not wearing a face covering.</p> <p>Students with existing medical conditions and a physician’s orders to not wear face coverings, or other health related concerns, schools/districts will not be denied in-person instruction.</p>
<input type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings .	
<input type="checkbox"/> If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time: <ul style="list-style-type: none"> • Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute “sensory break;” <ul style="list-style-type: none"> ○ Students 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; 	

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> • Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day. <input type="checkbox"/> Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role. <ul style="list-style-type: none"> • Additional guidance for nurses and health staff. <p>Protections under the ADA or IDEA</p> <input type="checkbox"/> 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: <ul style="list-style-type: none"> • Offering different types of face coverings and face shields that may meet the needs of the student. • Spaces away from peers while the face covering is removed; students 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; <input type="checkbox"/> 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. <input type="checkbox"/> Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020. <ul style="list-style-type: none"> • If a student eligible for, or receiving services under a 504/IEP, cannot wear a face covering due to the nature of the disability, the school or district must: <ol style="list-style-type: none"> 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan including on-site instruction with accommodations or adjustments. 2. 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: <ol style="list-style-type: none"> 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan. 2. The team must determine that the disability is not prohibiting the student from meeting the requirement. <ul style="list-style-type: none"> ○ If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability, ○ If a student’s 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student’s plan prior to providing instruction through Comprehensive Distance Learning. 3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in- 	<p>Additional provisions may apply to students covered under ADA or IDEA. The IEP team will meet to determine equitable access to education for students on an IEP/504 Plan who must abstain from wearing a face covering.</p> <p>A 504/IEP meeting will be held to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.</p> <p>Students of any age should not wear a face covering:</p> <ul style="list-style-type: none"> ○ If they have a medical condition that makes it difficult for them to breathe with a face covering; ○ If they experience a disability that prevents them from wearing a face covering; ○ They are unable to remove the face covering independently. <p>If a staff member requires an accommodation for the face covering or face shield requirements, New Roads School will identify ways to limit the staff member’s proximity to students and staff to the extent possible to minimize the possibility of exposure.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> 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
<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> 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. <ul style="list-style-type: none"> • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. • Consider 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. <input type="checkbox"/> 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. <ul style="list-style-type: none"> • School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. • 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. <input type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility. 	<p>A designated primary isolation area will be used for students and staff who are symptomatic.</p> <p>Symptomatic students will remain at school until a designated adult can pick them up. Students will be provided facial coverings if not already wearing one and if they can wear one.</p> <p>Staff will be assigned to supervise students who are symptomatic, and will need to maintain at least six feet of distance and wear facial coverings.</p> <p>Daily logs will be maintained for every student who is isolated regardless of whether they are treated or sent home. Logs will include:</p> <ul style="list-style-type: none"> o Name of student o Reported symptoms/reason isolation o Action taken <p>Staff and students with known or suspected COVID-19 or displaying symptoms of COVID-19 symptoms per current OHA guidelines, CDC guidance, or LCPH guidance, cannot remain at school and should return only after their symptoms resolve. They must remain home until 72 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving.</p> <p>If a student or staff have a positive COVID-19 viral test result, the person should remain home for at least 10 days after illness onset and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.</p> <p>Following LCPH advice, student or staff will be restricted from school if they have been exposed to COVID-19 within the preceding 10 calendar days.</p> <p>If an alternative diagnosis is identified as the cause of a person's illness, return to school should be followed by fever-free for 24 hours without fever reducing medicine. A physician note is required to return to school, to ensure the person is not contagious</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 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.” <input type="checkbox"/> 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). <input type="checkbox"/> 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
<input type="checkbox"/> Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. <input type="checkbox"/> The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: <ul style="list-style-type: none"> • 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. <input type="checkbox"/> If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended. <input type="checkbox"/> When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll. <input type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.	<p>Students referred to New Roads School will be enrolled following customary guidelines as defined by ODE, Looking Glass, and local school districts.</p> <p>Class attendance will be maintained for all students who attend in-person or remotely, and who do not attend due to student or family health and safety concerns.</p> <p>Students are not disenrolled for non-attendance if they meet the following conditions:</p> <ul style="list-style-type: none"> • Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or • Have COVID-19 symptoms for 10 consecutive school days or longer. <p>If a student has stopped attending for 10 or more days, staff will continue to try to engage the student. At a minimum, staff will attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended.</p>

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

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). <input type="checkbox"/> Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). <input type="checkbox"/> Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present. <input type="checkbox"/> Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance. <input type="checkbox"/> 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.	<p>Attendance is taken daily. Guardians are provided a description of student attendance at a minimum of weekly. Contact with guardians occurs when there is no interaction after a 24-hour period.</p>

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	<p>Each classroom will maintain a charging cart of technology. Students will be issued and use the same device for the duration of the class (nine weeks) including Chromebooks, Laptops, iPads, calculators, headphones, etc.</p> <p>Staff and students will be encouraged to wash their hands frequently. Each device will be sanitized before and after use. The charging cart will be sanitized at the beginning and end of the school day.</p> <p>If students bring personal technology to school, items will be labeled prior to entering the school, and use will be limited to the owner.</p>

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Handwashing: All people on campus should be advised and encouraged to wash their hands frequently. <input type="checkbox"/> Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. <input type="checkbox"/> Events: Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent	<p>Hand Washing - All staff and students will be asked to wash their hands for 20 seconds or use hand sanitizer upon entering the building. Students will have access to hand washing and sanitizer prior to breakfast and lunch. Frequent opportunities for hand washing and sanitizing will be provided throughout the school day. Each classroom will have hand sanitizer and equipment/furniture sanitizer.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>meetings and other large gatherings to meet requirements for physical distancing.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. <input type="checkbox"/> Personal Property: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner. 	<p>Equipment -. Sharing of supplies will be restricted whenever possible. Students will not share technology or classroom supplies. Any classroom equipment that must be shared will be sanitized before and after each use.</p> <p>Events – The school will not hold special events (annual art walk, in-person school assemblies, field trips, career fairs, etc.). Any in-school events will be modified to follow cohort expectations and social distancing guidance</p> <p>Transitions/Hallways - Hallways will include one-way traffic markings to reduce contact. Visual markers in hallways and reception area will identify 6 ft. of distancing space.</p> <p>Transitions by students will be staggered to reduce contact. Students will be assigned access to a single bathroom.</p> <p>Personal Property All personal property brought to school by students 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 owner.</p> <p>Visual reminders will be placed around the school, including bathrooms, to remind staff and students to practice: handwashing techniques, covering coughs/sneezes, social distancing, facial coverings, and COVID-19 symptoms</p>

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. <input type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times. <input type="checkbox"/> Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. <ul style="list-style-type: none"> • Eliminate shared pen and paper sign-in/sign-out sheets. • Ensure hand sanitizer is available if signing children in or out on an electronic device. <input type="checkbox"/> Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible. 	<p>Arrival/Entry Each students will be assigned a specific entry/exit door to the school building.</p> <p>Staff will be present at each entry point to screen each student for COVID-19 symptoms using the LCPH Daily Symptom Screening for Schools screening tool , and track data on the Daily Log.</p> <p>Students will be asked to wash their hands for 20 seconds or use hand sanitizer upon entry. Hand sanitizer will be made available at each entry.</p> <p>Students identified as potentially symptomatic will be directed to the front office.</p> <p>Breakfast will be served in classrooms between 10:00 AM and 10:25 AM. Students must wash hands before breakfast.</p> <p>Lunch will be served in classrooms between noon and 12:30pm</p> <p>Sign-In / Sign-Out Procedures 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. Students arriving late for class will be screened for COVID-19 symptoms using the same method as students who have arrived on time. All sign-in/sign-out tracking will be handled by office staff to reduce sharing of pen/paper.</p> <p>Dismissal Student dismissal will be staggered for cohorts, one cohort at a time. Students will exit through the same door they use for entry. Students</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
	will go directly to their district school bus, LTD bus stop, cab, or guardian/driver's vehicle.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <ul style="list-style-type: none"> Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. 	<p>Seating – Each classroom has been measured and will be arranged and marked with painter's tape to provide 6 ft. of distancing between student desks maintaining 35 sq. ft. per person. Teachers will maintain a distance of 6 ft. from students whenever possible.</p> <p>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 before and after each use. Hand sanitizer and tissues will be available for use by students and staff in each classroom and throughout the building.</p> <p>Hand Washing - Signage and regular reminders for hand washing will occur throughout the day.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 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). <input type="checkbox"/> After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. <input type="checkbox"/> Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. <input type="checkbox"/> 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 . <input type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements. <input type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). <input type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts. <input type="checkbox"/> Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance . <input type="checkbox"/> Limit staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults.	<p>Student lunch breaks, when students are permitted to leave campus, will be staggered to support physical distancing and maintain stable cohorts.</p> <p>After using the restroom staff and students must wash hands with soap and water for 20 seconds.</p> <p>New Roads School does not have a field.</p>

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Include meal services/nutrition staff in planning for school reentry. <input type="checkbox"/> Prohibit self-service buffet-style meals. <input type="checkbox"/> Prohibit sharing of food and drinks among students and/or staff. <input type="checkbox"/> 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.	<p>Breakfast and lunch will be prepared by the New Roads Drop-In staff</p> <p>Meals will be served to students in classrooms. Staff will wear a face shield or covering while preparing and serving meals and while picking up used meal items (plates, utensils, etc.) The Educational Supervisor will take a meal count.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> 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). <input type="checkbox"/> Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after. <input type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items). <input type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. <input type="checkbox"/> Adequate cleaning and disinfection of tables between meal periods. <input type="checkbox"/> 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. 	<p>Tables will be sanitized before and after meals.</p> <p>Students will wash their hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and encouraged to do so after meals.</p> <p>Staff will eat meals independently and not congregate in shared spaces.</p>

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service. <input type="checkbox"/> 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). <input type="checkbox"/> 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. <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ○ 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. <ul style="list-style-type: none"> ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. <input type="checkbox"/> 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. <input type="checkbox"/> Drivers wear face shields or face coverings when not actively driving and operating the bus. <input type="checkbox"/> 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). <input type="checkbox"/> 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. 	<p>New Roads School does not provide transportation services to students. To the extent possible, School staff will coordinate with district transportation departments regarding school schedules.</p>

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) 	<p>All frequently touched surfaces (building doors handles, file cabinet drawer handles, paper cutter handle and other shared desk supplies,</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>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.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance. <input type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. <input type="checkbox"/> To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. <input type="checkbox"/> 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. <input type="checkbox"/> Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans should not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate. <input type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. <input type="checkbox"/> 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). <input type="checkbox"/> Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance). 	<p>tables, etc.) will be cleaned prior to school opening as well as between uses and/or at least 3 times per day. Drinking fountains have been disabled.</p> <p>Nightly cleaning includes cleaning and disinfecting restrooms.</p> <p>Ventilation systems will be checked and maintained quarterly by contracted HVAC professionals including replacing filters, checking air flow, and addressing any malfunctions in equipment.</p>

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. <input type="checkbox"/> 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). 	<p>Teachers will convey hand hygiene and respiratory etiquette education to endorse prevention.</p> <p>The school will practice appropriate communicable disease isolation and exclusion measures. Sick students will be isolated to the extent possible and services for students with special health care needs will be provided to the extent possible as well.</p> <p>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. Staff will view training videos produced by Lane County Health Department.</p> <p>Review of 504 and IEP accommodations and IHP's will be advised to address vulnerable populations.</p> <p>Immunization processes will be addressed as per routine</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
	<p>timeline, which prioritizes the beginning of the year and new students. Information for immunization clinics will be provided to families.</p> <p>Continuity of existing health management issues will have a plan for sustaining operations alongside COVID-19 specific planning (i.e. medication administration, diabetic care).</p>

2I. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach:</p> <ul style="list-style-type: none"> • Contact tracing • The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. • Quarantine of exposed staff or students • Isolation of infected staff or students • Communication and designation of where the “household” or “family unit” applies to your residents and staff <p><input type="checkbox"/> Review and take into consideration CDC guidance for shared or congregate housing:</p> <ul style="list-style-type: none"> • Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible • Ensure at least 64 square feet of room space per resident • Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary; • Configure common spaces to maximize physical distancing; • Provide enhanced cleaning; • Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs. 	

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies.</p> <ul style="list-style-type: none"> • At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. • Fire drills must be conducted monthly. • Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. • Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year. <p><input type="checkbox"/> Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill should be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19</p>	<p>Safety Drills - Safety drills will be scheduled for all cohorts of students to participate:</p> <ul style="list-style-type: none"> o Fire drills – conducted monthly o Lockdown drills – conducted twice yearly o Earthquake drills – conducted twice yearly <p>To ensure all cohort members practice drills, drills may be held more frequently than typically scheduled.</p> <p>Social distancing of 6 ft. will be followed to the extent possible during drills.</p> <p>Students and staff will wash their hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is completed.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>physical distancing measures can be implemented, but only if they do not compromise the drill.</p> <ul style="list-style-type: none"> <input type="checkbox"/> When or if physical distancing must be compromised, drills must be completed in less than 15 minutes. <input type="checkbox"/> Drills should not be practiced unless they can be practiced correctly. <input type="checkbox"/> Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement. <input type="checkbox"/> If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year). <input type="checkbox"/> Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete. 	

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. <input type="checkbox"/> 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. <input type="checkbox"/> Plan for the impact of behavior mitigation strategies on public health and safety requirements: <ul style="list-style-type: none"> • Student elopes from area <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in behavior that requires them to be isolated from peers and results in a room clear. <ul style="list-style-type: none"> ○ If students leave the classroom: <ul style="list-style-type: none"> ● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff 	<p>New Roads School utilizes three effective, research-based strategies for teaching and addressing dysregulated and escalated behaviors, and/or self-regulatory challenges. These strategies include: Positive Behavior Interventions and Supports (PBIS), Restorative Justice (RJ), and Crisis Intervention Prevention (CPI). Staff use a Trauma Informed Care (TIC) approach when working with students. Ongoing training in each of these strategies is scheduled throughout the school year.</p> <p>PBIS and RJ are used in a proactive manner. PBIS defines and reinforces school-wide norms including relating to each other respectfully regardless of cultural ethnic, gender expression, disability or other differences. The RJ pro-active circle format allows shared problem solving to address conflict and build relationships. PBIS and RJ circles provide a safe environment for students to identify triggers and practice calming and regulating techniques.</p> <p>Trauma Informed Care training helps staff identify their own triggers so they can maintain self-regulation and resilience and are able to support struggling students and coworkers.</p> <p>The annual Crisis Prevention Intervention training teaches staff how to recognize and respond to escalating behaviors. New Roads School staff do not physically restrain students.</p> <p>Looking Glass Counseling Program provides individual mental health and drug/alcohol counseling. The Counseling Program uses the evidence-based practices of Options to Anger and Dialectic Behavior Therapy. Looking Glass’ Crisis Response Team provides 24/7 bilingual services including in-home intervention and respite care throughout Lane County.</p> <p>If unexpected interaction with students occurs as a result of escalated behavior, these contacts will be noted in the appropriate contact logs. Spaces used and PPE will be cleaned/sanitized and hands washed.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ● Ensure physical distancing and separation occur, to the maximum extent possible. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. ● Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior). <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● Maintain student dignity throughout and following the incident. ● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... 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. <p>Protective Physical Intervention</p> <ul style="list-style-type: none"> □ Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance: Cleaning, Disinfection, and Ventilation). 	



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> □ 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. 	<p>New Roads will coordinate communication with the Lane County Health Department related to transmission. If Lane County is impacted, the Lane County Health Department will provide school-centered communication.</p> <p>When cases are identified in the local region a response team will be assembled within Looking Glass and Riverfront School and responsibilities assigned. Team members include:</p> <p>Kirstin London, New Roads School Director Eric Jackson, New Roads School Education Supervisor Chad Westphal, Chief Operating Officer, Looking Glass Christy Mafoti, Human Resources Director, Looking Glass</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
	<p>New Roads School will work with LCHD to establish timely communication with staff and families. New Roads School will establish a specific emergency response framework for various scenarios including: exposure, becomes ill, tests positive, tests negative, and does not get tested. Key stakeholders included in the emergency response include:</p> <p>Lane County Public Health Department New Roads School administrative staff Looking Glass administrative staff Guardians</p>

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit. <input type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning. <input type="checkbox"/> Continue to provide meals for students. 	<p>If the ratio of staff to students cannot be maintained at 1 : 6, the school will need to close until such time as the ratio can be resumed.</p> <p>New Roads School will work with LCHD to establish timely communication with staff and families.</p> <p>When novel viruses are identified in the school setting, and the incidence is low, LCHD will provide a direct report to the program director on the diagnosed case. Likewise, the LCHD will impose restrictions on contacts.</p> <p>If a student or staff member of a stable cohort is diagnosed with COVID-19, then LCHA will be consulted. All members of the stable cohort will quarantine until the contact tracing process is completed. If school closure is advised by the local public health department, consultation will occur with Looking Glass administration to ensure personnel processes are consistent with agency policy.</p>

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit. <input type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. <input type="checkbox"/> When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools. 	<p>If school closure is advised, New Roads School will switch to comprehensive distance learning and guardians will be notified about instructional model change. If a limited number of students must remain home, those students will switch to comprehensive distance learning.</p> <p>LCPH guidelines will be followed for bringing students back to the school for on-site learning.</p> <p>Cleaning and sanitizing procedures will be implemented prior to students return to the building.</p>



ASSURANCES

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

This section does not apply to private schools.

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

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

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

-  **4. Equity**
-  **5. Instruction**
-  **6. Family, Community, Engagement**
-  **7. Mental, Social, and Emotional Health**
-  **8. Staffing and Personnel**

Assurance Compliance and Timeline

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

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