



## OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	The Siskiyou School
Key Contact Person for this Plan	Aurilia Mcnamara
Phone Number of this Person	541-482-8223
Email Address of this Person	aurilia.mcnamara@siskiyouschool.org
Sectors and position titles of those who informed the plan	Aurilia Mcnamara, Administrator Cynthia Bower, Business Manager Misti Matthews, School Board of Directors Secretary
Local public health office(s) or officers(s)	Bonnie Simpson, REHS, Jackson County Public Health, 140 S Holly, Medford, Oregon 97501, (541) 816-5648
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Aurilia Mcnamara and Cynthia Bower
Intended Effective Dates for this Plan	August 17, 2020 (School commencing September 8, 2020)
ESD Region	

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

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

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

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 school formed a committee to work together on our 2020-21 planning consisting of parents, faculty, board members and administration. We accepted volunteers and solicited input from medical professionals within our community, including physicians and mental health experts. This group worked together weekly to develop safe alternatives to meet the state provided guidelines.

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/a4dedb5185d94966b1dff75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a>) 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.

We are choosing the Hybrid plan because we are required to have distanced learning currently based on out county's metrics. We plan to switch to on-site learning as soon as it possible per our LPHA approval.

*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 Od(1) of the **Ready Schools, Safe Learners** guidance).
- X  The school currently meets the exceptions required to provide limited in-person instruction for specific groups of students (see section Od(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 Od(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 Od(4) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required for schools in low population density counties (see section Od(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 Od(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"> <li><input type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting.</li> <li><input type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.</li> <li><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.</li> <li><input type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school</li> </ul>	<ol style="list-style-type: none"> <li>1. We are abiding by the requirements from ODE and implementing the safety measures outlined in this blueprint</li> <li>2. See Appendix A for Communicable Disease Management Plan</li> <li>3. Aurilia McNamara is our designated physical distancing lead</li> <li>4. Francesca Gunn N.P and Samantha Smith R.N., Carl Seger ER MD and Caraway Timmins, RN, MSN are in our parent body and have reviewed and contributed to this blueprint. Our LPHA contacts are: Bonnie Simpson, 541 816 5648,</li> </ol>

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).

SimpsoBL@jacksoncounty.org & Jackson Baures, 541-774-8039, bauresjb@jacksoncounty.org.

5. All staff will be trained during our August in-service meetings on sections 1 - 3 of this blueprint and associated appendices and will receive a printed copy of this blueprint and all defined protocols for reference
6. Aurilia will email and call Bonnie Simpson, 541 816 5648, SimpsoBL@jacksoncounty.org and Jackson Baures, 541-774-8039, [bauresjb@jacksoncounty.org](#) with any confirmed COVID-19 cases.
7. We have defined a thorough cleaning protocol for our campus, including classrooms, offices, bathrooms and activity areas. See Appendix B for our cleaning and disinfecting protocol
8. Office staff will track illnesses and contact LPHA to notify of any clusters of illness.
9. Office staff will cooperate with LPHA recommendations.
10. Office staff will provide all logs in a timely manner.
11. See Appendix C for Screening & Isolation Protocol See Appendix C for Screening & Isolation Protocol. An isolation tent will be placed outside of the 6<sup>th</sup> grade classroom in an open space with adequate spacing for four people to isolate including chairs, sanitizing supplies, masks and foldable cots in the event an ill person needs to rest
12. COVID-19 case communication will happen at the individual grade level, entire school body and faculty level. We will use a banner on our website, text messaging and email communication to reach our parent body. Our messaging will be standardized to cover the following scenarios and can be sent to the entire school or an individual class:
  1. Assumed Case
  2. Confirmed or negative case
  3. Shift to remote learning day for any reason
13. Office staff will maintain cohort daily logs using standard template with all staff and students
14. Daily logs will be stored online and available for four week history at a minimum
15. Faculty and staff that move between buildings will log their time and location using our online tracking system.
16. Our standard policy and procedure is to communicate immediately with LPHA when a COVID case is present in the school. We will cooperate with all recommendations from LPHA. All surfaces in the school will receive a deep sanitation. See Appendix B for Cleaning & Disinfecting protocol.
17. Please refer to section 3 for response and re-entry.

### 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	1. High-risk students will have designated space for on-site learning and all lessons will be recorded for distance learning

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.’
    - OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.

- to watch live or after class. Course materials and supplies will be made available for all distance learning scenarios.
2. Students who require daily professional nursing services will be accommodated within our school building and also offered our comprehensive distance learning materials. There are currently no medically complex students enrolled in our school.
  3. Students have been evaluated on an individual basis to determine any specific nursing care needs. At this time there are no students enrolled requiring such services, but we are prepared to designate staff and space to meet these requirements.
  4. All staff providing nursing or medical services to students will follow the ODE guidance and state law.

**1c. PHYSICAL DISTANCING**

OHA/ODE Requirements

Hybrid/Onsite Plan

<ul style="list-style-type: none"> <li><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.</li> <li><input type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.</li> <li><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.</li> <li><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).</li> <li><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.</li> <li><input type="checkbox"/> Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.</li> </ul>	<ol style="list-style-type: none"> <li>1. We have established a layout for 35 square feet minimum for each person in the school</li> <li>2. Faculty has developed activities and coursework to abide by distancing requirements</li> <li>3. Distancing for standing in lines will be managed by indicating space with adhesive material (fun stickers or tape). Traffic flow will avoid entry through main door and disperse traffic pattern in multiple routes to eliminate congestion or long lines.</li> <li>4. Our start and stop times will be staggered for lower and upper grades to minimize number of students crowding hallways or gathering.</li> <li>5. Teachers will gently remind students to keep distance and have developed activities and curriculum that naturally support space requirements and develop visual tools for representing distance to children who need additional support.</li> <li>6. Staff has moved to web-based meetings and / or smaller group meetings with physical distancing.</li> </ol>
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### 1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><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"> <li>• The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.</li> </ul> </li> <li><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.</li> <li><input type="checkbox"/> Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li><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.</li> <li><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.</li> <li><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.</li> <li><input type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.</li> </ul>	<ul style="list-style-type: none"> <li>• Stable cohorts have been established in each grade level and the mandatory spacing will be adhered to within the cohorts.</li> <li>• All cohorts have been established. <ul style="list-style-type: none"> <li>• Limited in person instruction during Comprehensive Distance Learning will have cohorts of 10 students or less</li> <li>• Once metrics are achieved and we are able to return to onsite learning, cohorts will be less than 20 students</li> </ul> </li> <li>• Office staff will maintain daily logs. See section 1a.</li> <li>• Each cohort has an assigned classroom; an all gender designated restroom and hand-washing stations as well as separate common space outside.</li> <li>• See Appendix B for Cleaning &amp; Disinfecting Protocol. Cleaning and wiping protocol defined at a school level and managed by the teachers in each room. Bathrooms and common surfaces will be disinfected between student uses.</li> <li>• All students have access to general education, grade level learning standards and peers.</li> <li>• Faculty who interact with multiple stable cohorts will wash and sanitize hands between interactions with different stable cohorts.</li> </ul>

### 1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><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.</li> <li><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"> <li>• The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer).</li> </ul> </li> <li><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.</li> <li><input type="checkbox"/> Provide all information in languages and formats accessible to the school community.</li> </ul>	<ol style="list-style-type: none"> <li>1. All staff will be trained during August In-Service on infection control measures. Updates will be shared using email and periodic staff meetings throughout the school year.</li> <li>2. The Siskiyou School has implemented text-messaging for rapid communication within each cohort or email for less time sensitive messages.</li> <li>3. In addition individual email and texting capabilities are in place for individual messaging from our office staff.</li> <li>4. We will have a banner on the homepage of our webpage with important updates on positive cases, exposure and / or school closures</li> </ol>

5. We will have all necessary translations available for our student body. At this time, all enrolled students are English speaking.

### 1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><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"> <li>● Primary symptoms of concern: cough, fever (<i>temperature</i> greater than 100.4°F) or chills, shortness of breath, or difficulty breathing.</li> <li>● 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 <a href="#">from CDC</a>.</li> <li>● 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 <a href="#">OHA/ODE Communicable Disease Guidance</a>.</li> <li>● Emergency signs that require immediate medical attention:                   <ul style="list-style-type: none"> <li>○ Trouble breathing</li> <li>○ Persistent pain or pressure in the chest</li> <li>○ New confusion or inability to awaken</li> <li>○ Bluish lips or face (lighter skin); greyish lips or face (darker skin)</li> <li>○ Other severe symptoms</li> </ul> </li> </ul> </li> <li><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"> <li>● Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <b>Ready Schools, Safe Learners</b> guidance) and sent home as soon as possible. <a href="#">See table "Planning for COVID-19 Scenarios in Schools."</a></li> <li>● <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> </li> <li><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. <a href="#">See table "Planning for COVID-19 Scenarios in Schools."</a></li> <li><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.</li> <li><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.</li> </ul>	<ol style="list-style-type: none"> <li>6. This directive will be included in our communication referenced in section 1e and separate sheet to send home with families. This will be in back to school letter and on website.</li> <li>7. Physical screening will take place at the car during drop off. Anyone displaying or reporting symptoms will be sent home prior to entering the school. See Appendix C for details on our screening protocol.</li> <li>8. We will 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.</li> <li>9. Students with chronic cough will be excluded from school. Consult with medical professionals and parents for any children with persistent cough.</li> <li>10. Hand washing will be the first step upon arrival at the school. Hands will be sanitized at the car and washed at a hand washing station prior to entering designated classroom.</li> </ol>

### 1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Restrict non-essential visitors/volunteers.               <ul style="list-style-type: none"> <li>● Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc.</li> <li>● Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc.</li> </ul> </li> <li><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. <a href="#">See table "Planning for COVID-19 Scenarios in Schools."</a></li> </ul>	<ol style="list-style-type: none"> <li>1. All visitors and volunteers will be evaluated to determine whether they are essential. Non-essential volunteers will be restricted from the school.</li> <li>2. Visitors and Volunteers will wash hands upon entry and exit from the school at the designated hand-washing station near the main entrance.</li> <li>3. Visitors will be instructed by office staff to apply face covering for duration of visit and maintain six-foot distancing from all students and staff.</li> </ol>

- 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.

4. Essential volunteers and visitors will follow self screening and in person screening at the office as outlined in Appendix C.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following <a href="#">CDC guidelines for Face Coverings</a>. Individuals may remove their face coverings while working alone in private offices.</li> <li><input type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following <a href="#">CDC guidelines for Face Coverings</a>.</li> <li><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"> <li>● 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"> <li>○ Students should not be left alone or unsupervised;</li> <li>○ 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;</li> </ul> </li> <li>● Provide additional instructional supports to effectively wear a face covering;</li> <li>● Provide students adequate support to re-engage in safely wearing a face covering;</li> <li>● Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.</li> </ul> </li> <li><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"> <li>● <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> </li> </ul> <p><b>Protections under the ADA or IDEA</b></p> <ul style="list-style-type: none"> <li><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"> <li>● Offering different types of face coverings and face shields that may meet the needs of the student.</li> <li>● Spaces away from peers while the face covering is removed; students should not be left alone or unsupervised.</li> <li>● 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;</li> <li>● Additional instructional supports to effectively wear a face covering;</li> </ul> </li> <li><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 <b>must not</b> deny any in-person instruction.</li> <li><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"> <li>● If a student eligible for, or receiving services under a 504/IEP, <b>cannot</b> wear a face covering due to the nature of the disability, the school or district must:                   <ol style="list-style-type: none"> <li>1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in</li> </ol> </li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. All staff, contractors, service provider and visitors to the school following the CDC guidelines will use face coverings or face shields. We will have shields and masks available for anyone who arrives at the school without one for immediate application.</li> <li>2. All students in our school will utilize face coverings or face shields while at school following the CDC guidelines.</li> <li>3. If a student removes a face covering , they will be asked to either put back on or if they need a “mask break”. Either a spot in the room that is physically distanced will be available for the break or a moment outside the classroom (our classroom doors go directly outside) will be offered. The student will not be alone or made to feel uncomfortable around this request. Scheduling appropriate mask breaks into the day will help to reduce the frequency of these situations.</li> <li>4. We do not have medical personnel or a school nurse at our school. Any staff providing direct contact care to students will wear a face mask, shield and gloves and immediately sanitize after interaction with the student.</li> <li>5. Any students requiring accommodation to meet the face-covering requirement will be provided a separate space away from peers while the face mask is removed and intermittent breaks from the face covering during outdoor time. Training and support will be provided to any students who need help effectively wearing a face covering and training materials will be provided to parents for at home training.</li> <li>6. Students with an existing medical condition and a physician’s order will not be denied in person instruction.</li> <li>7. We did not have any students on this plan prior to closer in March of 2020. All students with our PEP (personal education plan) prior to closure will continue with their individual plans.</li> <li>8. Students with consistent inability to meet the face covering requirements will be evaluated to determine additional support needed.</li> <li>9. Any staff requiring accommodations to the face-covering requirement will be distanced from other staff and students.</li> </ol>



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
<ul style="list-style-type: none"> <li><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.</li> <li><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"> <li>● 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.</li> <li>● Consider required physical arrangements to reduce risk of disease transmission.</li> <li>● Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.</li> <li>● <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1. Detailed protocols have been defined for exclusion and isolation for sick students and staff. See appendix B.</li> <li>2. Detailed protocols have been defined for exclusion and isolation for sick students and staff. See appendix B Students will be screened at the car and sent back home if symptomatic. Students who become ill during the day will be moved to an isolation tent to wait for their parents. See appendix C. for detailed screening and isolation measures.</li> <li>3. Faculty interacting with students during screening or assessment will wear a face covering.</li> <li>4. If a student is identified as sick during the school day, the teacher will intercom the office and the student will walk on their own or will be escorted by office staff to the designated "sick" space within the school. They will follow the standard traffic flow limiting any contact with others to the extent possible.</li> <li>5. A separate space will be established for students who need medical attention unrelated to COVID symptoms, such as abrasions from a fall.</li> <li>6. Same as above</li> <li>7. Face masks will be available for students in the isolation unit.</li> </ol>

- 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.

8. Office staff will call all numbers on file for the student. If a child cannot be picked up, provide a cot to rest on. If emergency medical transport is needed, follow the existing emergency protocol to call 911.
9. The illness policy in our parent handbook will be updated to require all students stay home until fever has been gone for 24 hours and symptoms are improving.
10. If there is a positive test, close collaboration with LPHA will occur to ensure we are following latest protocols and requirements to allow students and staff to safely re-enter school."
11. Our COVID Task Force has medical professionals involved to provide expertise and knowledge on all protocols, including the assessment of students.
12. Our Office Staff will record all students and staff who stay home ill or are sent home ill during the day.



## 2. Facilities and School Operations

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

### 2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.</li> <li><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"> <li>● The ADM enrollment date for a student is the first day of the student's actual attendance.</li> <li>● 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.</li> </ul> </li> </ul>	N/A for Private Schools

- 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.

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**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.	N/A for private schools

**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 <b>Ready Schools, Safe Learners</b> guidance).	<ol style="list-style-type: none"> <li>1. All school owned devices will be cleaned using the disinfecting standards defined in section 2d and Appendix B.</li> </ol>

- Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.

2. All school owned devices will be returned to a specified location, such as a table outside the entrance to our school and office to maintain physical distance. The devices will be disinfected, maintained and redistributed by placing them on a table outside the office with a name on the item.

## 2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Handwashing:</b> All people on campus should be advised and encouraged to wash their hands frequently.</li> <li><input type="checkbox"/> <b>Equipment:</b> Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.</li> <li><input type="checkbox"/> <b>Events:</b> 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.</li> <li><input type="checkbox"/> <b>Transitions/Hallways:</b> Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.</li> <li><input type="checkbox"/> <b>Personal Property:</b> 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.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Hand washing:</b> <ul style="list-style-type: none"> <li>○ All students and faculty will have designated hand-washing stations. Our hand washing regimen has been defined as follows:</li> <li>○ Prior to entering school</li> <li>○ Any time bathroom is used</li> <li>○ Before &amp; after eating</li> <li>○ Any time re-entering building</li> </ul> </li> <li>● <b>Equipment:</b> <ul style="list-style-type: none"> <li>○ Faculty will minimize sharing of equipment and will disinfect all shared equipment. Please see Appendix B for Cleaning protocol</li> </ul> </li> <li>● <b>Events:</b> <ul style="list-style-type: none"> <li>○ All events will be modified to small group or virtual to abide by state regulations</li> </ul> </li> <li>● <b>Transitions/Hallways:</b> <ul style="list-style-type: none"> <li>○ Transitions have been minimized and students will remain in the same designated spaces indoor and outdoor. Traffic patterns have been defined to promote distancing and prevent gathering</li> </ul> </li> <li>● <b>Personal Property:</b> <ul style="list-style-type: none"> <li>○ All personal belongings will be labeled for each child and stored at their desk in a designated space to avoid comingling of personal items.</li> </ul> </li> </ul>

## 2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.</li> <li><input type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times.</li> <li><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).</li> <li><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"> <li>● Eliminate shared pen and paper sign-in/sign-out sheets.</li> <li>● Ensure hand sanitizer is available if signing children in or out on an electronic device.</li> </ul> </li> <li><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.</li> </ul>	<ol style="list-style-type: none"> <li>1. Our school has a drive through drop off and pick up procedure. Cohorts will be dismissed in a staggered approach with physical distancing enforced through faculty and visuals on the ground.</li> <li>2. We have established a staggered arrival and departure schedule for the school. Each grade will have a specified drop off and pick up staggered by 10 minutes.</li> <li>3. Cohorts will enter through their individual classroom door. Screening will take place at the drop off point and teachers will also screen visually on entry to the classroom. See Appendix C for screening protocol.</li> <li>4. Sign-In protocol will be taken at the schoolroom by the respective teacher using a web based tool.</li> <li>5. Hand sanitizer dispensers will be placed at every entrance to the building and classroom.</li> </ol>

## 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Seating:</b> 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</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Seating:</b> <ul style="list-style-type: none"> <li>○ All student desks have been arranged to allow for 35 square feet per person and children have an assigned table that will not change.</li> </ul> </li> </ul>

<p>per person; assign seating so students are in the same seat at all times.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Materials:</b> 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.</li> <li><input type="checkbox"/> <b>Handwashing:</b> 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"> <li>● Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Materials:</b> <ul style="list-style-type: none"> <li>○ Individual materials will be provided to each student. In the event an item must be shared, faculty will support disinfecting between uses.</li> </ul> </li> <li>● <b>Hand washing:</b> <ul style="list-style-type: none"> <li>○ Students will be reminded verbally and with signage the importance of covering any coughing or sneezing and washing hands thoroughly any time a tissue is used. Students will be educated on how to wash thoroughly and effectively. Hand stamps will be used to illustrate the length of time required to wash hands.</li> </ul> </li> </ul>
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**2g. PLAYGROUNDS, FIELDS, RECESS, BREAKS, AND RESTROOMS**

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><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 <a href="#">Specific Guidance for Outdoor Recreation Organizations</a>).</li> <li><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.</li> <li><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.</li> <li><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 <a href="#">CDC guidance</a>.</li> <li><input type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements.</li> <li><input type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).</li> <li><input type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts.</li> <li><input type="checkbox"/> Clean all outdoor equipment at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a>.</li> <li><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.</li> </ul>	<ol style="list-style-type: none"> <li>1. All school play structures are on private property and closed to the general public.</li> <li>2. Thorough hand washing with soap will be a part of the daily rhythm between all transitions, including use of restrooms</li> <li>3. All students will wash hands with soap or sanitize with 60-95% alcohol sanitizer after using playground equipment</li> <li>4. Cohorts will each have designated outdoor with organized activities. All outside equipment will be disinfected between sessions. See appendix C.</li> <li>5. Cleaning requirements outlined in Appendix C will be maintained.</li> <li>6. Recess will consist of planned activities that maintain physical distancing requirements within each stable cohort</li> <li>7. Outdoor activities will be more structured and planned to facilitate distancing and stable cohorts.</li> <li>8. Signage will be added and shared outdoor equipment minimized or restricted.</li> <li>9. Same as item 6 above - Recess will consist of planned activities that maintain physical distancing requirements within each stable cohort.</li> <li>10. Same as item 4 above. All outdoor equipment will be cleaned at least daily and between uses.</li> <li>11. All common areas and workspaces will be limited to one person at a time with physical distancing between adults.</li> </ol>

**2h. MEAL SERVICE/NUTRITION**

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Include meal services/nutrition staff in planning for school reentry.</li> <li><input type="checkbox"/> Prohibit self-service buffet-style meals.</li> <li><input type="checkbox"/> Prohibit sharing of food and drinks among students and/or staff.</li> <li><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.</li> <li><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 <b>Ready Schools, Safe Learners</b> guidance).</li> <li><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.</li> <li><input type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).</li> <li><input type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.</li> <li><input type="checkbox"/> Adequate cleaning and disinfection of tables between meal periods.</li> </ul>	<ol style="list-style-type: none"> <li>1. N/A – No meal service provided</li> <li>2. N/A – No meal service provided</li> <li>3. No food or drinks will be shared among students or staff.</li> <li>4. Students will wash hands, remove mask, eat or drink and then reapply mask. Students will have six feet of distance during meal times.</li> <li>5. N/A – No meal service provided</li> <li>6. 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.</li> <li>7. Desks and tables will be disinfected after meal periods and parents will be asked to clean all items daily.</li> <li>8. N/A – No meal service or touch points</li> <li>9. All tables will be disinfected between meals</li> <li>10. All students and staff will eat independently in a designated space with distancing and faculty kitchen and meal areas will not be used for eating.</li> </ol>

- 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
<ul style="list-style-type: none"> <li><input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service.</li> <li><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 <b>Ready Schools, Safe Learners</b> guidance).</li> <li><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"> <li>● 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"> <li>○ 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.</li> <li>○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected.</li> </ul> </li> <li>● If arriving at school, notify staff to begin isolation measures.                   <ul style="list-style-type: none"> <li>○ If transporting for dismissal and the student displays an onset of symptoms, notify the school.</li> </ul> </li> </ul> </li> <li><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.</li> <li><input type="checkbox"/> Drivers wear face shields or face coverings when not actively driving and operating the bus.</li> <li><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).</li> <li><input type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following <a href="#">CDC guidelines</a> applying the guidance in section 1h of the <b>Ready Schools, Safe Learners</b> guidance to transportation settings.</li> </ul>	<p>N/A – No transportation provided</p>

## 2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> 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 (<a href="#">CDC guidance</a>) environments, including classrooms, cafeteria settings and restrooms.</li> <li><input type="checkbox"/> Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a>.</li> <li><input type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.</li> <li><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</li> </ul>	<ol style="list-style-type: none"> <li>1. We will clean, sanitize and disinfect frequently touched surfaces and shared objects between use. Please see Appendix C for cleaning and disinfecting protocol.</li> <li>2. Our plan is to clean between cohorts and at the end of every day when the playground equipment is in use.</li> <li>3. All disinfectants will be used correctly following labeling directions. Children will be distanced from any cleaning products that are not safe for them.</li> <li>4. We will use disinfectant products on the EPA List N with asthma-safer ingredients.</li> <li>5. We do not have a HVAC system and use radiant heating. We have consulted with a ventilation expert and will ventilate properly to increase the circulation of outdoor air as much as possible. Windows and doors will be open year round with the exception of days with extreme weather.</li> </ol>

- 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](#)).

6. Same as item 5 above.
7. We will have additional ventilation in areas where students receive medication or treatment. Our isolation area will be a tent outside with proper ventilation. Our location for non symptom related medical will also have additional ventilation measures including open windows and fresh airflow.
8. Facilities will receive professional cleaning every evening and staff cleaning throughout the day. See Appendix B for Cleaning & Disinfecting Protocol.
9. Same as item 5 above.

## 2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><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.</li> <li><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).</li> </ul>	<ol style="list-style-type: none"> <li>1. See Appendix C for Screening &amp; Isolation Protocol See Appendix C for Screening &amp; Isolation Protocol. An isolation tent will be placed outside of the 6th grade classroom in an open space with adequate spacing for four people to isolate including chairs, sanitizing supplies, masks and foldable cots in the event an ill person needs to rest</li> <li>2. Francesca Gunn N.P and Samantha Smith R.N., Carl Seger ER MD and Caraway Timmins, RN, MSN are in our parent body and have reviewed and contributed to this blueprint. Our LPHA contacts are: Bonnie Simpson, 541 816 5648, SimpsobL@jacksoncounty.org &amp; Jackson Baures, 541-774-8039, bauresjb@jacksoncounty.org.</li> </ol>

## 2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: <ul style="list-style-type: none"> <li>● Contact tracing</li> <li>● 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.</li> <li>● Quarantine of exposed staff or students</li> <li>● Isolation of infected staff or students</li> <li>● Communication and designation of where the “household” or “family unit” applies to your residents and staff</li> </ul> </li> <li><input type="checkbox"/> Review and take into consideration <a href="#">CDC guidance</a> for shared or congregate housing: <ul style="list-style-type: none"> <li>● Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible</li> <li>● Ensure at least 64 square feet of room space per resident</li> </ul> </li> </ul>	N/A

- 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
<input type="checkbox"/> In accordance with <a href="#">ORS 336.071</a> and <a href="#">OAR 581-022-2225</a> all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. <ul style="list-style-type: none"> <li>● 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.</li> <li>● Fire drills must be conducted monthly.</li> <li>● Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year.</li> <li>● 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.</li> </ul> <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 physical distancing measures can be implemented, but only if they do not compromise the drill. <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.	<ol style="list-style-type: none"> <li>1. The Siskiyou School Safety Committee ensures that all required drills and information time take place over the course of the school year.             <ol style="list-style-type: none"> <li>a. Thirty minutes per month of safety instruction/information time is done through skits, age appropriate conversations, class stories, and walks to designated off site gathering spots.</li> </ol> </li> <li>2. Fire drills are conducted every month that we are in school (usually September – June), scheduled on different days of the week and varying times in the day and types of weather. Earthquake drills are conducted twice each year (first &amp; second semester). Safety threat drills happen twice a year and include practicing using alternate exits.</li> <li>3. This year drills will incorporate keeping children distanced as much as possible. If children cannot be distanced the drill will be limited to 15 minutes. All drills are timed and logged.</li> <li>4. Drills will be practiced correctly or not practiced at all.</li> <li>5. All staff have been trained on safety drills</li> <li>6. All students and cohorts will participate in drills</li> <li>7. All students and staff will 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.</li> </ol>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<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.	<ol style="list-style-type: none"> <li>1. The Collaborative Problem Solving framework will be shared with the faculty during in-service to help continually provide instruction and skill building for any student demonstrating lagging skills.</li> <li>2. We work personally with each of our students and support them in their needs. We have reduced the schedule to make this transition easier on our students.</li> <li>3. We are proactive in planning for any behavioral issues. We have measures in place such as providing a physical outlet to students who seem to be escalating.</li> <li>4. Our school focuses on a daily routine that allows for self-regulation. Part of our philosophy is to allow for</li> </ol>



- 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.

movement and self-regulatory exercises. We will continue these efforts and enhance them.

5. All staff are trained in supporting de-escalation and we have a special ed teacher who supports all faculty with these challenges.
6. Faculty support each other and lean on each other when space or time is needed. The schedule provides for time and space between classes. Weekly faculty meetings provide for brainstorming or troubleshooting or any specialty training.
7. Staff are prepared to work through behavior mitigation as much as possible with physical distancing. With that said, if spacing cannot be kept, we have a section added to the daily tracking log with space for adding accident or incidents noting any cohorts or individuals who came into close contact.
8. All spaces used during the day will be cleaned by the staff as promptly as possible. Cleaning supplies will be available throughout the school.
9. All reusable PPE will be cleaned after every use.

- 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
<ul style="list-style-type: none"> <li><input type="checkbox"/> Review the "<a href="#">Planning for COVID-19 Scenarios in Schools</a>" toolkit.</li> <li><input type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.</li> </ul>	<ol style="list-style-type: none"> <li>We have reviewed the Planning for COVID-19 Scenarios in Schools toolkit</li> <li>We are currently in communication with our LPHA contacts to establish communication channels related to current transmission level: Bonnie Simpson, 541 816 5648, <a href="mailto:SimposBL@jacksoncounty.org">SimposBL@jacksoncounty.org</a> &amp; Jackson Baures, 541-774-8039, <a href="mailto:bauresjb@jacksoncounty.org">bauresjb@jacksoncounty.org</a> <ol style="list-style-type: none"> <li><b>Do we need to check in with Bonnie?</b></li> </ol> </li> </ol>

#### 3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Review and utilize the "<a href="#">Planning for COVID-19 Scenarios in Schools</a>" toolkit.</li> <li><input type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning.</li> <li><input type="checkbox"/> Continue to provide meals for students.</li> </ul>	<ol style="list-style-type: none"> <li>We have reviewed the Planning for COVID-19 Scenarios in Schools toolkit and plan to utilize this during our response.</li> <li>If school is closed, we will transfer to our distance-learning program immediately to avoid any disruption.</li> <li>We do not provide meals</li> </ol>

#### 3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Review and utilize the "<a href="#">Planning for COVID-19 Scenarios in Schools</a>" toolkit.</li> <li><input type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow <a href="#">CDC guidance</a> for classrooms, cafeteria settings, restrooms, and playgrounds.</li> <li><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.</li> </ul>	<ol style="list-style-type: none"> <li>We have reviewed the Planning for COVID-19 Scenarios in Schools toolkit and plan to utilize this during our recovery and reentry.</li> <li>Professional cleaning of all surfaces inside and outside of school will be completed when a positive test has been recorded.</li> <li>We will re-evaluate schedule, groups and cohorts when bringing students back into the school to ensure a safe return to the school.</li> </ol>



## 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.*

- X 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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**Appendix A**  
**The Siskiyou School**  
**Communicable Disease Plan**

[Link to Communicable Disease Plan](#)

**Appendix B**  
**The Siskiyou School**  
**COVID Response Cleaning Protocol**

- **Individual Classroom**
  - Daily cleaning rhythm for students:
    - Students will wash their hands before entering classroom and grab a clean rag to dry with each morning
    - Prior to leaving for snack and lunch, student will disinfect their own desk with individual spray bottle and same rag used for clean hand drying
    - Students will go to assigned sink and wash hands
    - Students go to assigned area to eat
    - After eating, students wash hands or sanitize and re-apply mask
    - In summary, every time students leave their class they clean their own desk and wash their hands at designated sink
  - Daily cleaning rhythm for faculty and professional crew
    - Faculty will sanitize door handle before class starts in the morning
    - If classroom doors must be closed due to weather, in room teacher will sanitize the door handles every time they are used with a spray bottle on table near entrance
    - Each evening a thorough cleaning of the room will be completed by a professional cleaning crew including all surfaces and bathroom
    - Students will drop used rags into a receptacle on their way out of the room at the end of the day. There will be enough rags for each child to have a new one each day. All rags will be washed and dried at the end of each week by a designated person.
- **Individual Classroom Bathrooms:**
  - After using the bathroom, each visitor will wash hands, grab a disinfecting spray bottle from a table by the door and spray the toilet flush handle, the toilet, the sink faucet and the door handle. Door will be propped open with foot prop and hand sanitizer will be used as they return to the classroom.
  - Professional cleaning crew will clean bathroom each evening
  - All people using the bathroom will follow this protocol, including students, teachers, and visitors.
- **School Entrance, Office and Supply Rooms**
  - The office staff will spray down all necessary surfaces several times throughout the day, including door handles, photocopy machine, drop boxes, and any other surface touched.
- **School Kitchen:**
  - Towels and disinfecting cleaner will be left on the table in the kitchen.
  - Each person using the kitchen will disinfect all surfaces used before leaving and drop their used towel in a basket by the door
- **Faculty Offices:**
  - Each faculty member will clean their work area after any visitors have left, before and after eating and at the end of the day using disinfectant and towels.
  - Dirty cleaning towels will be dropped in a basket by the office door prior to leaving for the day.
- **Faculty Bathrooms:**
  - THERE IS NO FACULTY BATHROOM, THEREFORE IT WILL BE SAME AS OTHER BATHROOMS
- **Shared Equipment:**

- Games equipment:
  - Faculty will sanitize any shared equipment between use
- Play structures:
  - Common playground equipment will be sanitized between use by faculty
- **Disinfecting after positive case:**
  - Professional cleaning of all surfaces inside and outside of school will be completed when a positive test has been recorded.

## Appendix C

### The Siskiyou School

#### COVID Response Screening & Isolation Protocol

- **Student Screening**
  - Student screening will take place at drop off time
  - Four screeners will be assigned each day to greet the cars with two screeners per car. Both parents and students will be screened
  - Parent screener:
    - Faculty will speak with the parent to confirm there has been no illness in the home, no symptoms for the child and exposure to illness
  - Student screener:
    - Faculty will greet the student, check their temperature with a medical grade, touchless, instant read thermometer and ask screening questions. Sample dialogue “Good morning <student name>. How are you feeling today?”
  - Both screeners will give approval for the child to enter the school. The child will sanitize hands and be sent to their classroom following the defined traffic flow.
- **Faculty Screening**
  - Faculty will self screen using a thermometer and assessment of any symptoms. If symptoms exist, faculty will remain home and notify the office to log illness details.
- **Volunteer Screening**
  - All volunteers will be asked to self-screen prior to entering the building. Office staff will check temperature and ask screening questions about exposure risks, travel and symptoms prior to permitting access.
- **Isolation**
  - If a student becomes ill during the day, the teacher will either accompany child to the isolation area or intercom with the office to pick the child up at the classroom and take them to the isolation area
  - Parent will be notified immediately by office staff
  - The student will have temperature taken
  - Illness will be logged by the office staff including date, time, student name, whether a fever is present and any other symptoms
  - Office staff will remain with the student until the parent arrives



**Appendix D**  
**The Siskiyou School**  
**COVID Response | Logging, Tracking & Communication**

**Requirements from Blueprint:**

- **Logging & Tracking**
  - 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.
  - 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).
  - Record and monitor the students and staff being isolated or sent home for the LPHA review.
  - 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.
  - Attendance:
    - Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.
    - Grades K-5: 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).

- Grades 6-12: 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).
- **Communication**
  - 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.
  - Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.
  - Establish a specific emergency response framework with key stakeholders.
  - When new cases are identified in the school setting, and the incidence is low, the LPHA will provide a direct report to the district nurse, or designated staff, on the diagnosed case(s). Likewise, the LPHA will impose restrictions on contacts.
  - 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.
    - Determination if exposures have occurred
    - Cleaning and disinfection guidance
    - 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.
  - Communicate with families about options and efforts to support returning to On-Site instruction