



**OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21**

Updated 2/19/2021

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

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

Information Needed	Your Response
Name of School, District or Program	Dallas School District, Lyle Elementary
Key Contact Person for this Plan	Rachel Alpert, Principal Andy Bellando, Superintendent Kim Kellison, Director of Teaching and Learning
Phone Number of this Person	503-623-8367
Email Address of this person	<a href="mailto:Rachel.alpert@dsd2.org">Rachel.alpert@dsd2.org</a> <a href="mailto:Andy.bellando@dsd2.org">Andy.bellando@dsd2.org</a>

<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.

Information Needed	Your Response
	kim.kellison@dsd2.org
Sectors and Position Titles of Those Who Informed the Plan	Superintendent, DSD Administrators, Athletic Director, CTE Programs Coordinator, Transportation Director, Food Service Director, Director of Teaching and Learning, Director of Special Education, COVID Coordination Team, and Director of Facilities
Local Public Health Office(s) or Officer(s)	<a href="mailto:Polanco.kristty@co.polk.or.us">Polanco.kristty@co.polk.or.us</a> and <a href="mailto:Umstead.jacqui@co.polk.or.us">Umstead.jacqui@co.polk.or.us</a>
Name of Person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Andy Bellando, Superintendent
Intended Effective Date for This Plan	1/5/2021-6/30/21
Educational Service District Region	Willamette

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.

The Dallas School District made a concerted effort to communicate with our families regarding their distance learning experience in the spring, as well as their desires for fall term. We created a district level reopening team, as well as a site level team for each building. We collaborated with staff frequently about all facets of our plan in an effort to incorporate stakeholder feedback. A spring survey identified the challenges that our students faced and what changes students would find valuable to our distance learning platform. A second survey was sent on July 8, 2020 to all families in the district regarding our return to school in the fall. We received over 725 responses from parents and guardians that identified the need to move forward with both a hybrid and comprehensive distance learning platform. We managed to stay in touch with our community throughout the summer by taking feedback or concerns on our website, sending weekly updates from our superintendent to our families, and holding several community forums that allowed our stakeholders to express concerns and questions about our return to school.

Our commitment to our students and meeting their needs in the fall led us to the following conclusions regarding our fall reopening plans:

- We must keep equity at the forefront of all decisions as we continue to meet the needs of our students who have been historically marginalized over time.

- We must provide a hybrid plan that allows students and families to attend school in person, as well as a comprehensive distance learning plan for families who are uncomfortable returning to school.
  - Our students need flexible systems of support that can accommodate different learning styles and needs, as well as full implementation of IEP, 504, ELL and other support systems.
  - We must incorporate a learning management system to increase our rigor and ease of classroom instruction.
  - We must continue to concentrate on care and connection for our students including building deep relationships.
  - Instill confidence in our community that we can provide a safe, healthy environment for those returning to school.
  - Provide a predictable schedule for online and hybrid learning that allows students to focus on less courses in a semester to maximize success in the system.
  - Embrace digital learning as educators and students as a reliable means of growth for students in an ever-changing environment.
3. Place an X next to the Instructional Model to be used
    - a. On-Site Learning
    - b. Hybrid Learning X
    - c. Comprehensive Distance Learning
  4. If you selected Comprehensive Distance Learning, you only have to enter information for the three parts under the heading Requirements for Comprehensive Distance Learning Operational Blueprint.
  5. If you selected On-Site Learning or Hybrid Learning, you have to enter information for all sections under the heading Essential Requirements for Hybrid/On-Site Operational Blueprint and [submit online](#), including updating when you are changing the Instructional Model.

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

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

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

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

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

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

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

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

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

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

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

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

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

#### Plan Details for 0a.

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

Our school district is operating in a county that currently meets the advisory metrics with 190.6 cases per 100,000 residents placing us in the yellow zone of the metric. We are gradually phasing elementary students into our K-3 buildings first starting with kindergarten and first grade. Here is the phase in schedule for our K-5 buildings:

March 1 – Orientation for K-1

March 8 – K-1 hybrid instruction model.

March 15 – Orientation for grades 2 and 3.

March 29- Grades 2 and 3 added to hybrid instruction model. Orientation for grades 4 and 5.

April 5 – Grades 4 and 5 begin hybrid instruction model.

We sought out significant feedback from students, staff and parents as we planned for hybrid. Our COVID Coordination Team met twice per month from October 2020 through February 2021 to determine which hybrid model would work best for the district. We landed on an A/B hybrid model for a variety of reasons including budgeting, transportation, special education staffing, specialist staffing by WESD, concerns from parents about schedule, and K-12 alignment. We also met weekly with families by zoom forum which contributed greatly to our adjustments to our hybrid schedule. Parents and staff members were concerned about abandoning our highly effective CDL model with 3.5 hours of live instruction daily for a hybrid schedule where students would only be in the building for 5 hours two times per week. We responded by providing support classes for all students in reading and math on the days that they are not attending in-person classes. We plan to offer these support classes to CDL students too in an effort to increase literacy, math skill and equity within the district. We plan to continue to take feedback and adjust as necessary so that our system serves students in the most efficient way possible.

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

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

- Conduct a risk assessment as required by OSHA administrative rule [OAR 437-001-0744\(3\)\(g\)](#). (OSHA has developed a [risk assessment template](#))
- Implement measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building.
- Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the [Oregon School Nurses Association \(OSNA\) COVID-19 Toolkit](#).
  - Review OSHA requirements for infection control plan to ensure that all required elements are covered by your communicable disease management plan, including making the plan available to employees at their workplace. Requirements are listed in OSHA administrative rule [OAR 437-001-0744\(3\)\(h\)](#).
  - OSHA has developed a sample [infection control plan](#).
- Designate a single point-person at each school to establish, implement, support and enforce all RSSL health and safety protocols, including face coverings and physical distancing requirements, consistent with the **Ready Schools, Safe Learners** guidance and other guidance from OHA. This role should be known to all staff in the building with consistent ways for licensed and classified staff to access and voice concerns or needs.

- Create a simple process that allows for named and anonymous sharing of concerns that can be reviewed on a daily and weekly basis by the designated RSSL building point-person. Example: Anonymous survey form or suggestion box where at least weekly submissions and resolutions are shared in some format.
- Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.
- Process and procedures established to train all staff in sections 1 - 3 of the **Ready Schools, Safe Learners** guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.
- Protocol to notify the local public health authority ([LPHA Directory by County](#)) of any confirmed COVID-19 cases among students or staff.
- Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas.
- Process to report to the LPHA any cluster of any illness among staff or students.
- Protocol to cooperate with the LPHA recommendations.
- Provide all logs and information to the LPHA in a timely manner.
- Protocol for screening students and staff for symptoms (see section 1f of the **Ready Schools, Safe Learners** guidance).
- Protocol to isolate any ill or exposed persons from physical contact with others.
- Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the **Ready Schools, Safe Learners** guidance).
- Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the [Oregon School Nurses Association COVID-19 Toolkit](#).
  - If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the **Ready Schools, Safe Learners** guidance), the daily log may be maintained for the cohort.
  - If a student(s) is not part of a stable cohort, then an individual student log must be maintained.
- Required components of individual daily student/cohort logs include:
  - Child's name
  - Drop off/pick up time
  - Parent/guardian name and emergency contact information
  - All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student
- Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.
  - See supplemental guidance on LPHA/school partnering on [contact tracing](#).
  - Refer to [OHA Policy on Sharing COVID-19 Information](#)
- Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff ) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.

- Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.
- Designate a staff member and process to ensure that the school provides updated information regarding current instructional models and student counts and reports these data in [ODE's COVID-19 Weekly School Status](#) system.
- Protocol to respond to potential outbreaks (see section 3 of the *Ready Schools, Safe Learners* guidance).
- Communicable Disease Plan: [Communicable Disease Plan](#)
- RSSL Compliance Officer:
  - Dallas High School: Ryan Sticka
  - District Office/Morrison Alternative School: Kim Kellison
  - LaCreole Middle School: Jamie Richardson
  - Whitworth Elementary: Darrick Bruns
  - Oakdale Heights Elementary: Todd Baughman
  - Lyle Elementary: Rachel Alpert

An anonymous complaint procedure has been developed in the district in addition to our traditional safety committee processes. Staff members now have the ability to file an anonymous complaint by simply scanning a written statement to a designated email. This system allows the employee to remain anonymous.

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

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

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

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

#### Plan Details for 1b.

- All students identified as vulnerable, either by a physician, or parent/guardian notification, will be enrolled in online instruction with check-ins (amount needs to still be determined).
- Students who experience disability will continue to receive specially designed instruction. Paperwork updated if necessary. There will be more SPED guidance on August 11, 2020.
- Students with language services will continue to receive English Language Development.
- Electives and Specials would need to follow the cohort rules that follow the OHA/ODE requirements that are listed in RSSL.
  - PE
  - ELD
  - Speech Music
  - Library/Media
  - Title
  - SPED
- Push-in model for PE/Music/Library for primary level if appropriate
- Individual planning and meetings for IEP/504/ELD for additional cohorts. *Clear communication with parents with all that this entails. This could lead to a change in placement on IEP’s. If a student is considered high risk or lives in a high-risk family household – limited cohorts may need to be discussed and part of the student individualized education plan.*
- Student’s Health Plans may need to be updated and reviewed with parents. Cohorts may need to be discussed.



## Speech and Language Cohort:

This stable group is maintained as much as possible.

Note: in the event the stable cohort is changed, the SLP will need to update the contact-tracing log.

Services provided under IDEA include any and all services and supports written in an IFSP or IEP, including but not limited to:

- Specially Designed Instruction (SDI)
- Related Services
- Supplemental Aids and Services, including:  
Accommodations, Modifications, and Supports for School Personnel
- Transition Services/Activities
- Extended School Year (ESY) SDI and Related Services
- Any other services required to enable the student:
  - To advance appropriately towards attaining the annual goals,
  - To be involved in and make progress in the general education curriculum and to participate in extracurricular and other nonacademic activities, and
  - To be educated and participate with other children with disabilities and nondisabled children in extracurricular and other nonacademic activities
- There is no single plan that will meet the needs and strengths of all students and all services.
- **Service Delivery for All ESSA, IDEA, and ADA Services**

These requirements and recommendations are for all students receiving services or supports provided under ESSA, IDEA and/or ADA. Students learn at highest levels when access to general education peers and grade level content is sustained. Comprehensive Distance Learning allows for creative exploration around co-teaching, integrated services within the general education setting, and strategic balance of asynchronous and synchronous learning opportunities. While small group and individual instruction may be a necessary component of any student's learning day, invest in as many opportunities for inclusionary practices as possible.

## Required

- The majority of each student's services under ESSA, ADA, or IDEA must be provided synchronously (i.e., with the teacher/service provider and student working together through direct, simultaneous communication). The amount of instruction that is synchronous vs. asynchronous is determined locally by each school and district but should overwhelmingly lean towards a synchronous nature. This is best when included in inclusive virtual settings using synchronous instruction.

This requirement can be met through a variety of modalities, including but not limited to:

- Online video or audio conferencing,
- Phone calls while using shared points of reference (i.e., the student and teacher are each working with the same learning materials as they engage in discussion around them via the phone), or

- Collaborating on assignments in a cloud-based office suite while also engaged in simultaneous two-way conversation.

Where a majority of synchronous service delivery is not appropriate, the relevant team must convene to ensure appropriate services can be provided.

Asynchronous learning opportunities may be helpful instructional tools when planned and used appropriately but cannot be considered provision of special education and related services or Title services.

### **Students Protected under IDEA**

All IDEA requirements apply during Comprehensive Distance Learning. These requirements include, but are not limited to: all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools continue to have full Child Find obligations, including timely evaluation and eligibility determinations.

Students receiving special education services are guaranteed a full educational experience (academic and functional learning, as appropriate) through a Comprehensive Distance Learning model and are entitled to a Free Appropriate Public Education (FAPE).

### **Required**

Meet all Child Find obligations as described in OAR Chapter 581, Division 15.

Each eligible student must have an appropriately developed IEP in effect that enables the student to receive FAPE under a Comprehensive Distance Learning model at the beginning of the school year.

Provide FAPE to each student who experiences disability in accordance with an appropriately developed Individualized Education Program (IEP).

- Services provided under IDEA must be implemented as written in each eligible student's IEP in order to provide the student with the opportunity to make progress.
- When using a Comprehensive Distance Learning model, services required by an IEP must be provided synchronously to the extent possible.
- Asynchronous<sup>2</sup> access may be allowable for learning opportunities as SDI or related services under the following two conditions:
- The IEP team meets to review the student's present levels of academic and functional performance, measurable annual goals, measurable postsecondary goals, and services including specially designed instruction and related services and determines that all needed instruction to provide FAPE can be delivered in asynchronous conditions, and

The parent/guardian provides written consent for the shift from synchronous instruction

Waivers will not be allowed for any IDEA requirement. Further special education specific guidance is forthcoming (Aug 11), but will focus primarily on managing the IEP process and

administrative concerns associated with special education in a Comprehensive Distance Learning instructional model.

### **Visitors/Volunteers**

- Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only.
- Staff members such as student teachers, itinerant staff, substitute teachers are not considered visitors.

### **Requirements for 1c. PHYSICAL DISTANCING**

- Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require **use of all space** in the calculation. This also applies for professional development and staff gatherings. If implementing Learning Outside guidance, establish an outside learning space for learning that maintains minimum 35 square feet per person.
  - Within this design, educators should have their own minimum of 35 square feet and the design of the learning environment must allow for some ability for the educator to move through the room efficiently and carefully without breaking 6 feet of physical distance to the maximum extent feasible.
- Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.
- Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.
- Schedule modifications to limit the number of students in the building or outside learning space (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).
- Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.
- Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.

### **Physical Distancing:**

The hybrid model will limit the number of students in classrooms and the school building. Hallways will be marked to control foot traffic and to indicate six feet of separation in those spaces where a line may form. Student entrance and exit will be controlled via separate assigned entrances. Schedules will be staggered to minimize gatherings. Classrooms will be assigned specific restrooms to limit access.

### **Positive Behavior Intervention and Supports:**

Developmentally and age-appropriate lessons will be taught throughout the year to support students in maintaining physical distancing and health and safety protocols.

## Building Specific Details:

- **Bus Drop-Off and Pick-Up Locations:**
- **Arrival/Dismissal Locations**
- **Traffic Flow Patterns:**

## Isolation Area:

### Requirements for 1d. COHORTING

- Where feasible, establish stable cohorts: groups shall be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff.
  - The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.
- During the school day, students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week<sup>4</sup>, unless the school is offering Learning Outside, then they must follow guidelines for cohorting in Learning Outside guidance. Schools must plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. Cohorts may change week-to-week, but must be stable within the educational week.
- Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the *Ready Schools, Safe Learners* guidance).
- Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.
- Cleaning and sanitizing surfaces (e.g., desks, dry erase boards, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.
- Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards<sup>5</sup>, and peers.
- Minimize the number of staff that interact with each cohort to the extent possible, staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.
- Elementary staff who interact with multiple cohorts (music, PE, library, paraprofessionals who provide supervision at recesses, etc.) should have schedules altered to reduce the number of cohorts/students they interact within a week. Consider having these staff engage via technology, altering duties so that they are not in close contact with students in multiple cohorts, or adjust schedules to reduce contacts.
- **Transportation Cohorts:**
  - This is a stable group of students each day as students are assigned a route based on geographic location. Stable groups will vary by A/B routes.
- **In-building Cohorts:**

---

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

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

- Students will be assigned a cohort based on grade level or program. If contact tracing is necessary, protocols will be followed as per section 1a and in consultation with the LPHA, District nurse and OHA. Student classroom cohorts will not exceed building maximum occupancy per room as designated by signs in each building. These maximums were established by using the room square footage and subtracting for furniture etc. and allowing 35 square feet per person including staff members.
- **Speech and Language Cohort:**
  - This stable group is maintained as much as possible. In the event that the stable cohort is changed the speech language pathologist will update the contract tracing log.
- **Itinerate Staff:**
  - Staff that push in to support students or perform regular work assignments, such as special education teachers, occupational therapists, instructional assistants, counselors, behavior specialists, and administrators will follow sanitization protocols after leaving one stable cohort and before joining another stable cohort. To the extent possible itinerate staff in-building staff will be assigned to a limited number of students (e.g. one or two grade levels).

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

- Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.
- Offer initial training to all staff prior to being in-person in any instructional model. Training could be accomplished through all staff webinar, narrated slide decks, online video, using professional learning communities, or mailing handouts with discussion. Training cannot be delivered solely through the sharing or forwarding information electronically or in paper copy form as this is an insufficient method for ensuring fidelity to public health protocols ([see section 8b](#) of the *Ready Schools, Safe Learners* guidance for specific training requirements). Note: Instructional time requirements allow for time to be devoted for professional learning that includes RSSL training.
- Post “COVID -19 Hazard Poster” and “Masks Required” signs as required by OSHA administrative rule [OAR 437-001-0744\(3\)\(d\) and \(e\)](#).
- Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19.
  - The definition of exposure is being within 6 feet of a person who has COVID-19 for at least 15 cumulative minutes in a day.
  - OSHA has developed a [model notification policy](#).
- Develop protocols for communicating immediately with staff, families, and the school community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.
- Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance.
- Provide all information in languages and formats accessible to the school community.
- **Students, Family Staff, and Community Communication:**
  - Letters to staff outlining infection control measures have been developed and will be shared at the start of the year and at periodic intervals.
  - Students and staff will be educated on staying home when ill based on COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19, and OHA/ODE Communicable Disease Guidance (pages 9-12). District letter and flow chart

- regarding when it is safe to attend work or school, when to stay home, and when to seek emergency care will be sent to families prior to the start of the school year.
- A letter outlining the instructional model, the rationale, vision behind it and specific infection control measures will be shared with all families in their native language through print and electronic means.
- Communication of a potential or confirmed COVID-19 case to the school community and other stakeholders will be supported by the superintendent and district nurse and sent in multiple languages through the use of district-supported communication channels such as email or the district auto dialer.
- Staff and building administrators should consult the Planning for COVID-19 Scenarios in Schools document for all building protocols for exposure. [Planning for COVID 19 Scenarios in Schools](#)

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

- Direct students and staff to stay home if they have COVID-19 symptoms. COVID-19 symptoms are as follows:
  - Primary symptoms of concern: cough, fever (temperature of 100.4°F or higher) or chills, shortness of breath, difficulty breathing, or new loss of taste or smell.
  - Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, new nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available [from CDC](#).
  - In addition to COVID-19 symptoms, students must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE [Communicable Disease Guidance for Schools](#).
  - Emergency signs that require immediate medical attention:
    - Trouble breathing
    - Persistent pain or pressure in the chest
    - New confusion or inability to awaken
    - Bluish lips or face (lighter skin); greyish lips or face (darker skin)
    - Other severe symptoms
- Diligently screen all students and staff for symptoms on entry to bus/school/outside learning space every day. This can be done visually as well as asking students and staff about any new symptoms or close contact with someone with COVID-19. For students, confirmation from a parent/caregiver or guardian can also be appropriate. Staff members can self-screen and attest to their own health, but regular reminders of the importance of daily screening must be provided to staff.
  - Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the **Ready Schools, Safe Learners** guidance) and sent home as soon as possible. [See table “Planning for COVID-19 Scenarios in Schools.”](#)
  - [Additional guidance](#) for nurses and health staff.
- Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. [See “Planning for COVID-19 Scenarios in Schools” and the COVID-19 Exclusion Summary Guide.](#)
- Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication must be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. See the [COVID-19 Exclusion Summary Guide](#).

- Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.

### **Arrival and Entry:**

- Each student will be assigned an entry point (i.e., a specific door to the school building).
- Staff will be present at the entry point to screen students for symptoms (masks or face shields will be worn).
  - Temperature check
  - Visual screen
  - Students will sanitize or wash hands at entry point.
  - Hand sanitizer will be present at every entry point.
  - Buildings may consider portable hand washing stations.
  - Students will be provided with face masks upon entry, as needed.
  - Students will go directly from the entry point to their assigned cohort location.

### **Screening Students Upon Entry**

- Staff will be assigned to each entry point to screen students.
- Temperature check and visual screening for each student.
- Student rosters for each entry point.
- We recommend creation of a district-wide form for data tracking (perhaps in eSchool) which includes checkboxes to select, e.g. visually symptomatic, temperature, sent to isolation room).
- When screening indicates that a student may be symptomatic (temperatures at or above 100.4 or data from visual screening), the student will be directed to the isolation room where they will be met with isolation room staff. Follow established protocol from section 1a.

Daily logging of any student screened and directed to the isolation room.

We recommend creation of a district-wide form for use in isolation rooms, including: Ongoing monitoring- every 30 minutes, method of transportation to/from school, symptoms displayed, temperature, family contact).

### **Logging for Contact Tracing**

Staff assigned to each entry door will need to maintain contact tracing logs with information about each student.

- Who entered and other students with whom the student came in contact during entry.
- We recommend having one district-wide format for logging entry data.

Employees and itinerant staff will log in and out of each building they enter. Classroom logs will also be required and employees who enter classrooms will sign in and out to record their time spent in the room.

### **Screening Staff**

- Staff are required to report to their administrator when they may have been exposed to COVID-19.
- Staff are required to report to their administrator when they have symptoms related to COVID-19.
- Staff members are not responsible for screening other staff members for symptoms.
- Staff members will self-screen daily and stay home if exhibiting any symptoms of Covid 19 or temperature above 100.4 degrees.

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

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

#### Visitors and Volunteers:

- Non-staff visitors or volunteers will not be allowed in student spaces while these protocols are in effect.
- Families that drop off or pick up their students during the school day will be met at the door, at which time the arrival and entry student screening protocols will be followed as specified in 1F. Specific entry and exit pickup locations will be assigned to students and families by individual buildings.

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

- Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers.
- Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers informed by [CDC guidelines for Face Coverings](#). Individuals may remove their face coverings while working alone in private offices or when separated by more than 6 feet in outside learning spaces. Face shields are an acceptable alternative only when a person has a medical condition that prevents them from wearing a mask or face covering, when people need to see mouth and tongue motions in order to communicate, or when an individual is speaking to an audience for a short period of time and clear communication is otherwise not possible.
- Face coverings or face shields for all students in grades Kindergarten and up following [CDC guidelines for Face Coverings](#). Face shields are an acceptable alternative only when a student has a medical condition that prevents them from wearing a mask or face covering, or when people need to see the student's mouth and tongue motions in order to communicate.
- Face coverings should be worn both indoors and outdoors, including during outdoor recess.



- Group mask breaks” or “full classroom mask breaks” are not allowed. If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:
  - Provide space well away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute or less “sensory break;”
    - Students must not be left alone or unsupervised;
    - Designated area or chair must be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use;
  - Provide additional instructional supports to effectively wear a face covering;
  - Provide students adequate support to re-engage in safely wearing a face covering;
  - Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.
- Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses shall also wear appropriate Personal Protective Equipment (PPE) for their role.
  - [Additional guidance](#) for nurses and health staff.

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

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

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

#### **Face Coverings and Shields:**

- As per July 22, 2020 the governor is requiring that all students K-12 and staff use an approved face covering to prevent the spread of the virus.
- The CDC has determined that a face covering, or mask is preferred and that a shield is only allowable for employees or students who have a medical condition that prevents them from wearing a mask or face covering or when people need to see mouth and tongue motions in order to communicate.
- District nurses and other employees assigned to isolation rooms shall have access to additional personal protective equipment including gloves, goggles, and gowns to further protect against the spread of the virus.
- District employees may remove their face covering when they are working **alone** in their own classroom or private office as long as the door is closed.
- If a student removes a face covering or demonstrates the need to remove the face covering for a short period of time:
  - Provide space away from peers while face covering is removed. In the classroom setting, an example would be a designated chair where a student can sit and take a 15 minute "sensory break". Students should not be left alone or unsupervised. Designated chair should be appropriately distanced from other students and of a material that is easy to wipe down and disinfect after each use.
- District nurse shall wear a medical grade face mask while providing direct contact care and monitoring of staff/students displaying symptoms. District nurse should also wear appropriate personal protective equipment for their role.
- For students with existing medical conditions and physician's orders to not wear face coverings or other health related concerns, schools/districts must not deny any in-person instruction.

- 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.
- Students must wear their mask even while participating outside and at recess. Masks may only be removed while eating lunch in the classroom and must be immediately put on again when a student has finished eating.
- Group mask breaks are not allowed.

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

- Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.
- Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. See the [COVID-19 Exclusion Summary Guide](#).
  - Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. Consider if and where students and staff will be isolated during learning outside. Create a comfortable outdoor area for isolation or follow plan for in building isolation.
  - Consider required physical arrangements to reduce risk of disease transmission.
  - Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.
  - [Additional guidance](#) for nurses and health staff for providing care to students with complex needs.
- Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school or outside learning space, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.
  - School nurses and health staff in close contact with symptomatic individuals (less than 6 feet) must wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual must be properly removed and disposed of prior to exiting the care space.
  - After removing PPE, hands shall be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol.
  - If able to do so safely, a symptomatic individual shall wear a face covering.
  - To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.
- Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.

- Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in [“Planning for COVID-19 Scenarios in Schools.”](#)
- Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).
- Record and monitor the students and staff being isolated or sent home for the LPHA review.
- The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine.

#### **Isolation Room:**

- A designated, supervised primary isolation area which maintains required spacing will be used for students who are symptomatic.
- District nurse will train staff assigned to isolation room coverage in monitoring symptomatic students.
- All staff and students must use hand sanitizer or wash hands upon entering and exiting.
- Students will be required to wear masks in the isolation room. If a student struggles with wearing a mask staff will provide students adequate support to re-engage in safely wearing a face covering.
- Staff will maintain at least 6 feet distancing, as possible, from students.
- When present in the isolation room, staff will wear face coverings at all times.
- Student’s temperature will be taken, and symptoms evaluated upon arrival at the isolation area.
- Staff will wear a clothing protector (gown) if a student has fever and cough.
- Monitoring temperature and symptom will continue every 30 minutes.
- The area will be sanitized after student(s) leave the room.
- 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.
- Symptomatic students will remain at school until a designated adult can pick them up.
- Discussion was had that if student symptoms worsen over the school day, and parents can’t/won’t come pick up their student then staff would call emergency services for response after consulting the building principal and district nurse.
- A secondary isolation area will be identified and used in each school to separate students who are symptomatic for COVID-19 from students who have other symptoms or needs.
- Logs must be maintained for every student who enters the isolation room, regardless of whether they are treated or sent home. Logs will include:
  - Name of student.
  - Reported symptoms and/or reason for health room visit.
  - Contact tracing and action taken.

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

Some activities and areas will have a higher risk for spread (e.g., band, choir, science labs, locker rooms). When engaging in these activities within the school setting, schools will need to consider additional physical distancing or conduct the activities outside (where feasible). Additionally, schools should

consider sharing explicit risk statements for instructional and extra-curricular activities requiring additional considerations (see section 5f of the *Ready Schools, Safe Learners* guidance).

## Requirements for 2a. ENROLLMENT

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

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

### **Student Enrollment:**

- Students who live within Dallas School District boundary areas may be enrolled in their neighborhood school.
- Enroll all students (including foreign exchange) following the ODE standard guidelines.
- **Student Attendance:**
- Attendance will be recorded and monitored as per ODE guidance and Dallas School District attendance policy. [Dallas School District Attendance Policy](#)
- Attendance policies will be adjusted to accommodate students who do not attend in person due to student or family health and safety concerns.



## Requirements for 2b. ATTENDANCE

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

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

### **Hybrid Model:**

For students attending the hybrid model, twice a week check in will prioritize two days of in person learning. Students not present for both days will be counted as present through at least one other method of two-way communication by a licensed teacher, including the following methods:

### **High School**

- Canvas sessions
- Assignment submission
- Email communication

### **Focus 1st w/Students then parents**

- Phone communication
- Advisory Teacher Communication

### **Middle School**

- Phone Communication
- Email Communication

### **Focus 1st w/Parents then students**

- Assignment submission

## K-5 Elementary

- iReady
- Remind APP Communication tool
- Phone Communication
- Email Communication

If/When we return to full-time on-site, schools will follow normal attendance procedures daily.

Each building throughout the Dallas School District will designate an attendance team which will review individual and school-wide attendance data weekly.

Attendance policies will be adjusted to accommodate students who do not attend in person due to student or family health and safety concerns.

- K-5 – (Self-contained) Attendance must be taken once per day regardless of what instructional model is being followed.
- 6-12 – (Individual subject) Attendance must be taken at least once for each scheduled class regardless of what instructional model is being followed.
- Alternative Programs – Attendance must be taken at least once for each scheduled interaction with each student to help track attendance and engagement.

## Requirements for 2c. TECHNOLOGY

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

### Technology Distribution:

- If students use technology at school, they will use a single device during the day and the device will be cleaned prior to storage and use by another student.
- Technology is distributed to students for use at school or home, will be done following physical distancing requirements, maintaining six feet of distance between people in the queue and without direct physical contact between school staff and students/families.

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

- **Handwashing:** All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer with 60-95% alcohol.



- **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.
- **Events:** Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.
- **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.
- **Personal Property:**
  - Establish policies for identifying personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.).
  - All students have access to hand washing prior to breakfast and lunch, as well as after using the restroom and after recess. Hand washing equipment will be supplemented with the use of hand sanitizer.
  - All personal property must be carried by the student to whom it belongs in a personal backpack.
  - Personal property must be labeled with the student’s name and will only be used by the student to whom it belongs.
  
- **Equipment:**
  - Sharing of supplies and equipment such as balls, ruler, pencils, and books will be restricted to the extent possible. All equipment will be sanitized between users.
- **Events:**
  - Off-site events have been cancelled during the period these protocols are in effect.
  - On-site events will follow physical distancing protocols.
  - Safety drills will occur on schedule with each cohort of students and follow physical distancing requirements. These include evacuation, fire and earthquake drills.
- **Transitions/Hallways:**
  - Each school will evaluate their school’s hallways and limit transactions as much as possible to ensure maximum physical distancing. Lockers will not be used at LaCreole MS or Dallas HS. Schools will update the district with any changes made to these plans. District will provide necessary signage for walls, halls, floors etc.

#### Requirements for 2e. ARRIVAL AND DISMISSAL

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

- **Arrival and Dismissal:**
  - Schools will assign entrance points for cohorts and assign staff to each entrance to conduct visual and temperature screenings upon entering the building.
- **Staggered Start and Dismissal Times:**
  - Each building principal shall determine building staggered start and dismissal times.
- **Sign-in and sign-out protocol:**
  - Students who need to sign in or out during the day to facilitate appointments or other obligations shall do this with the attendance clerk in each building. The attendance clerk shall maintain a sanitary environment by eliminating shared pens and paper sign-in/sign-out paper and track students digitally. Hand sanitizer will be available in the attendance office.
- **Hand Sanitizing Stations:**
  - All entry doors and high traffic areas shall have hand sanitizing stations installed. All hand sanitizers will be alcohol-based with 60-95% of the product being alcohol.
- **Communication Procedures:**
  - Communication to families will continue through regular channels and includes, school on-line newsletter, social media outlets, district community forums, email and regular mail. Content and communication is determined and approved by building administrator.

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

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

#### **Seating:**

- Student desks will be arranged to address physical distancing requirements. Student seats will not change during the school year. Each class and hallway will have visual aids (e.g. painter's tape, stickers etc.) to illustrate traffic flow, appropriate spacing, and assigned seating.
- To the extent possible, windows will be opened before students arrive, after students leave, and during the school day. Classes will be held outside when weather permits.

#### **Materials:**

- Sharing of supplies and equipment such as balls, rulers, pencils and books will be restricted to the extent possible. All equipment will be sanitized between users.

## Handwashing:

- All students will wash their hands or use hand sanitizer upon building entry and prior to breakfast and lunch. Additional hand washing opportunities will be provided throughout the school day. Signage at each sink/hand washing station will remind students and staff of effective hand washing practices.

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

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

## Recess:

- Students will access the playground during recess as a stable cohort. Students will have access to the field, basketball, foursquare courts, jungle gyms, and covered play areas. Students will wash hands or use hand sanitizer before and after recess.
- Recess activities will be designed to maintain physical distancing.
- Recess equipment such as balls and Frisbees will be sanitized after and between uses.
- Students will be required to wear a mask while at recess and during other activities outside their classroom.

## Requirements for 2h. MEAL SERVICE/NUTRITION

- Include meal services/nutrition staff in planning for school reentry.
- Prohibit self-service buffet-style meals.
- Prohibit sharing of food and drinks among students and/or staff.
- At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack.
- Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h of the *Ready Schools, Safe Learners* guidance). Staff must maintain 6 feet of physical distance to the greatest extent possible. If students are eating in a classroom, staff may supervise from the doorway of the classroom if feasible.
- Students and staff must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and shall be encouraged to do so after.
- Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).
- Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.
- Adequate cleaning and disinfection of tables between meal periods.
- Since staff must remove their face coverings during eating and drinking, limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms and break rooms by limiting occupancy or staggering use. Consider staggering times for staff breaks, to prevent congregation in shared spaces. Always maintain at least six feet of physical distancing and establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. Wear face coverings except when eating or

#### **Meal Service:**

- School meals will be available for all students whether they are on site or learning remotely.
- Meals will be eaten in classrooms and students will eat with cohort groups.
- Prohibit self-service buffet-style meals.
- Prohibit sharing of food and drinks among students and/or staff.
- At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others and must put face covering back on after finishing the meal or snack.
- Schools will determine the best meal service protocol for their situation which could include rotations to cafeterias or classrooms or a combination of both.

#### **Hand Hygiene:**

- Students will wash hands or use hand sanitizer before and after breakfast and lunch and have opportunities to wash hands or use hand sanitizer throughout the day.

#### **Requirements for 2i. TRANSPORTATION**

- Include transportation departments (and associated contracted providers, if used) in planning for return to service.

- Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the *Ready Schools, Safe Learners* guidance).
- Staff must use hand sanitizer (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle. Gloves are not recommended; hand sanitizer is strongly preferred. If hand sanitizer is not available, disposable gloves can be used and must be changed to a new pair before helping each child.
  - Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This must be done at the time of arrival and departure.
  - If a student displays COVID-19 symptoms, provide a face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student.
    - The symptomatic student shall be seated in the first row of the bus during transportation, and multiple windows must be opened to allow for fresh air circulation, if feasible.
    - The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected.
  - If arriving at school, notify staff to begin isolation measures.
    - If transporting for dismissal and the student displays an onset of symptoms, notify the school.
- Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.
- Per federal guidance, drivers must wear properly fitting face coverings at all times. A face shield or goggles may be worn to supplement a properly fitting face covering. Please refer to [the CDC order](#).
- Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).
- Face coverings for all students, applying the guidance in section 1h of the *Ready Schools, Safe Learners* guidance to transportation settings. This prevents eating while on the bus.
- Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible.

#### **Transportation:**

##### **Drivers:**

- All drivers shall wear a face mask or shield while transporting students. Students shall remain six feet away from the driver. Drivers will have access to hand sanitizer that meets the CDC recommendations for effectiveness of at least 60-95 percent alcohol.

##### **Bus Stops:**

- Bus stops will have socially distant markers placed six feet apart to reinforce social distancing requirements.

### Guardians:

- Guardians will be required to submit a rider registration form to help establish routes and cohorts.

### Screening:

- If a student exhibits COVID-19 related symptoms enroute to school, drivers will provide a face covering or face shield to the student if they aren't wearing one, notify the school of attendance, and the student will be isolated by school staff upon arrival.
- If a student exhibits COVID-19 related symptoms enroute to home, drivers will provide a face covering or shield to the student if they aren't wearing one, notify the school about the student and communicate to guardian about symptoms at drop-off.
- The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation if feasible.
- The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding areas should be cleaned and disinfected.
- Students will be visually screened by the driver daily.

### Cohorts:

- Rider registration forms to be completed and used to determine/record ridership for each bus and route. Assigned bus/seat for all.
- Rider registration data entered into eschool. Rider registration is also used to create log tracing data for bus routes. Bus routes may vary between am and pm routes with different rosters.
- A student may be a registered member of more than one stable cohort--AM and PM or across days of the week. Registration record is used to create attendance rosters and provides contact tracing record.
- District/school communications that riders must be registered and assigned to cohort(s).

### Distancing:

- Seating in every other seat, 3 ft distancing minimum (except siblings/family members).
- Visuals to reinforce social distancing.
- Assigned bus and assigned seat for each rider. Arranged using rider registration information, A/B schedule information, and sibling information.

### Loading and Unloading:

- **Bus Drop-Off and Pick-Up Locations:** Students will be dropped off at the assigned location of the school. Students will enter the building through their specific house entrance. Pick-up location will be the same and specific grades and/or houses will have a staggered release to maintain distance. Students will be guided by education assistants at drop-off and pick-up.
- **SPED/Self Contain Classrooms:** will enter through the main building entrance to go to their classrooms.
- **Parent Drop Off/Pick Up:** will continue to be on the other side of the center island to avoid bus traffic. Students will enter the building by designated grade, group or color-coded grouping.

- **Sanitation:**
- Buses will be sanitized with virucidal products before and after each route, AM and PM.
- **McKinney Vento/Foster Care Routes:**
- Students will be included on registration/ridership rosters for the trips that DSD is providing. We will communicate with other districts to know their health and safety plans for the trips they are providing.
- **SPED Transportation:**
- Follow screening, unloading/loading, log, cohorting, distancing procedures according to plan, plus any additional service needs according to 504 or IEP.

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

- Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected ([CDC guidance](#)) environments, including classrooms, cafeteria settings and restrooms. Provide time and supplies for the cleaning and disinfecting of high-touch surfaces between multiple student uses, even in the same cohort.
- Outdoor learning spaces must have at least 75% of the square footage of its sides open for airflow.
- Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment should be cleaned and disinfected at least daily in accordance with [CDC guidance](#).
- Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.
- To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.
- Schools with HVAC systems must evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems shall, to the extent possible, increase natural ventilation by opening windows and interior doors before students arrive and after students leave, and while students are present. Do not prop open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed.)
- Schools with HVAC systems should ensure all filters are maintained and replaced as necessary to ensure proper functioning of the system.
- All intake ports that provide outside air to the HVAC system should be cleaned, maintained, and cleared of any debris that may affect the function and performance of the ventilation system.
- Consider running ventilation systems continuously and changing the filters more frequently. Do not use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans must not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.

- Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.
- Facilities must be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see [CDC's guidance on disinfecting public spaces](#)).
- Consider modification or enhancement of building ventilation where feasible (see [CDC's guidance on ventilation and filtration](#) and [American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance](#)).

**Sanitation:**

- Day time custodial staff focus will be directed to enhanced sanitization efforts. Areas that serve multiple cohorts throughout the day will be cleaned/sanitized in between. Common areas such as work rooms, MPR's, office spaces, restrooms, and foyers will be sanitized 2-4 times each operational day following the CDC Guidelines. Non- Custodial staff will also participate in sanitizing classrooms and personal office spaces.

**Touch Points:**

- Staff will be trained following CDC cleaning and disinfecting schools/public building guidelines, district cleaning procedures, and how to properly clean/sanitize using the district approved solutions. Cleaning solutions will be stored in an approved location to assure student contact is not possible. Only products listed on the EPA's List N approved product list of disinfectants for use against SARS-CoV-2 (COVID-19) containing hydrogen peroxide will be used district wide.

**Ventilation:**

- When applicable all ventilation systems will be inspected monthly to confirm equipment is operating effectively. Areas within the district that lack adequate air flow will be assessed and modifications will be made to mitigate IAQ issues when possible.
- Buildings 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 the natural ventilation by opening windows and doors, as this does not allow for fresh air to circulate.
- Building air circulation should be increased, as feasible without any potential safety or health risks due to fans or other measures.
- Current areas that house medically fragile students will be evaluated to confirm adequate air flow within the spaces. The district will also perform filter changes at a minimum of 2x per school year.
- All district facilities will be cleaned/disinfected following the CDC guidelines on public spaces. Sanitization will occur throughout the day in all buildings to minimize the risk of spreading the Covid virus.
- Where feasible building air purges will be performed in the evening and in the morning before the building is occupied. The minimum settings on all economizers will be increased to bring in more outside fresh air into the building when practical.



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

#### **Health Services:**

- Each school has a designated area to isolate students who exhibit symptoms of illness.
- The district nurse Jennifer Lenoue has been consulted regarding isolation procedures, protocols of infection and collaborated on the district communicable disease plan.

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

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

#### **Exception**

- K-12 boarding schools that do not meet the Advisory Metrics (Section 0 of the **Ready Schools, Safe Learners** guidance) may operate, in consultation with their Local Public Health Authority, provided that:
  - They have a current and complete RSSL Blueprint and are complying with Sections 1-3 of the **Ready Schools, Safe Learners** guidance and any other applicable sections, including Section 2L of the **Ready Schools, Safe Learners** guidance.
  - The school maintains a fully-closed residential campus (no non-essential visitors allowed), and normal day school operations are only offered remotely through distance learning.

- There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.
- Less than 10% of staff, employees, or contracts (in total) are traveling to or from campus. Staff in this designation will:
  - Limit travel to essential functions.
  - Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19.
- Any boarding students newly arriving to campus will either:
  - Complete a quarantine at home for 14 days\* prior to traveling to the school, OR
  - Quarantine on campus for 14 days.\*
    - A 14-day quarantine is the safest option to prevent the spread of COVID-19 to others. However, in either option above, for boarding students who have not developed any symptoms, schools may consider ending quarantine after 10 days without any testing, or after 7 days with a negative result on a COVID-19 viral test collected within 48 hours before ending quarantine, unless otherwise directed by the local public health authority (LPHA).
- Student transportation off-campus is limited to medical care.

N/A

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

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

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

Drills should not be practiced unless they can be practiced correctly.
- Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement. If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year).
- Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.

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

- Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills.
- Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.
- Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.

- Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.
- Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building training related to the students demonstrated lagging skills.
- Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.  
Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.
- Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill- building sessions can be short (5-10 minutes) and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.
- Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.
- Ensure that staff are trained in effective, evidence- based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues.

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

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

- Note the interaction on the appropriate contact log.
- If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
- Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior).
- If staff need to intervene for student safety, staff should:
  - Maintain student dignity throughout and following the incident.
  - 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.

#### Requirements for 2o. PROTECTIVE PHYSICAL INTERVENTION

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

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

##### Requirements for 3a. PREVENTION AND PLANNING

- Review the “[Planning for COVID-19 Scenarios in Schools](#)” toolkit.
- Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.
- **Communication Protocols:**
- Review the “*Planning for COVID-19 Scenarios in Schools*” toolkit.
- The district communicable disease plan which includes notification protocols during an outbreak and details response, including communication plans, in the event of a suspected or confirmed case of COVID-19 was drafted in collaboration with our district nurse and Polk County Health Department.
- [DSD Communicable Disease Plan](#)
- Communication flow will be between schools, the district nurse in consultation with LPHA and the superintendent.

### Requirements for 3b. RESPONSE

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

#### **Outbreak Response:**

- Review the *“Planning for COVID-19 Scenarios in Schools”* toolkit.
- The district communicable disease plan details response, including communication plans, in the event of a suspected or confirmed case of COVID-19 was drafted in collaboration with our district nurse and LPHA.
- Responses to confirmed cases of COVID-19 or to outbreaks will be coordinated by the district nurse in collaboration with the LPHA and the superintendent.
- Families will be notified if their student is exposed to COVID-19.
- Privacy of students and staff who are exposed or diagnosed with COVID-19 will be protected under HIPPA laws.
- [DSD Communicable Disease Plan](#)

### Requirements for 3c. RECOVERY AND REENTRY

- Review and utilize the [“Planning for COVID-19 Scenarios in Schools”](#) toolkit.
- Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow [CDC guidance](#) for classrooms, cafeteria settings, restrooms, and playgrounds.
- When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.
- Following any outbreak or closure for COVID-19, all affected buildings will be fully sanitized following CDC guidance to ensure student and staff safety upon reentry.
- Students will be phased in as cohorts to limit exposure risk.
- Polk County Health Department will be consulted on all issues of reentry and recovery.

### **ASSURANCES**

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

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

This section does not apply to private schools.

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

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

- 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](#)

Does statement 1 apply to your school? Yes.

2. 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.

Does statement 2 apply to your school?

### **Assurance Compliance and Timeline**

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

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

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

School’s response: