

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

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



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Conduct a risk assessment as required by OSHA administrative rule OAR 437-001-0744(3)(g). <ul style="list-style-type: none"> • OSHA has developed a risk assessment template. <input checked="" type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building. <input checked="" type="checkbox"/> 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. <ul style="list-style-type: none"> • 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. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. <input checked="" type="checkbox"/> Process and procedures established to train all staff in sections 1 - 3 of the Ready Schools, Safe Learners guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. <input checked="" type="checkbox"/> Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. <input checked="" type="checkbox"/> Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas. <input checked="" type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students. <input checked="" type="checkbox"/> Protocol to cooperate with the LPHA recommendations. <input checked="" type="checkbox"/> Provide all logs and information to the LPHA in a timely manner. 	<ul style="list-style-type: none"> • Riverdale's exposure risk assessment • RSSL health and safety protocols to be established, implemented, and enforced by Jennifer McDonald (RGS acting principal) and Brian Flannery (RHS principal). • Training for all employees on updated health and safety procedures and COVID-19 related policies and practices will be conducted by school nurse, custodians and school principals. • RSD will be utilizing and following the MESD Communicable Disease Management Plan. • Infection Control Plan • Process for concerns: The grade school and high school will have a survey on the website for everyone to access with the option to make an anonymous report. • Protocol for communicating with LPHA. <ul style="list-style-type: none"> ○ Logs of students and staff sent home with possible symptoms will be sent to Multnomah County Health daily. ○ Outbreak investigations will be facilitated through collaboration with the MESD Nurse Nicholas Jacobs, RN, administration, and LHD. • Systemic disinfection plans <ul style="list-style-type: none"> ○ Disinfection plans were developed using guidance from EPA's 6 steps for Safe and Effective Disinfectant. ○ Classrooms - Disinfection will occur daily. ○ Offices - Disinfection will occur daily. ○ Bathrooms - Restrooms, doorknobs, and isolation areas will be cleaned multiple times per day, and logs of cleaning will be maintained by custodial staff. ○ Activity areas - Disinfection will occur daily. ○ Multnomah County Health recommendations for cleaning and sanitizing will be followed and plans will be revised accordingly. • Screening protocol <ul style="list-style-type: none"> ○ Each cohort will be assigned an entry meeting location. Staff will be assigned to each meeting location and will visually screen students each morning prior to entering the school building. ○ If a screening indicates that a student may be symptomatic, the student will be escorted to the isolation area in adherence to screening protocols identified in the pandemic and COVID-19 plans per Multnomah County Health. • Isolation protocol

- ☑ 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).

- At RGS, students or staff members in need of isolation will be in the GS room 130.
- At RHS, students or staff members in need of isolation will be in the girls' locker room (capacity of 4 individuals)
- If multiple students/staff need isolation at one time additional spaces will be utilized to not assume the same illness and when multiple spaces are not available 6ft distancing will be maintained.
- RGS the office secretary will maintain the daily logs and building use schedule/calendar.
- RHS: The attendance support staff member will maintain daily logs, and building use calendar.
- Daily logs for student cohorts will be created and stored for each student cohort utilizing Synergy.
- Content – child's name, drop off/pick up time, parent/guardian's name and contact information, interacting staff when participating in Limited In Person Instruction and use of the Assessment Center.
- Student logs will be stored in the main office. Completed logs will be scanned and stored in a daily log folder on the Google Drive. These logs will be maintained in Google Drive through a minimum of one year from creation. This drive can be shared with Multnomah County Health Department and may be used as needed for contact tracing purposes. Multnomah County Public Health shall be granted view only access to student demographic information for contact tracing purposes and such shall adhere to FERPA requirements.
- Staff log system
 - All staff (including itinerant staff, substitutes, and guest teachers) will record their names in a staff log on computers in building entryways. These logs will also record any cohorts staff members interact with. Staff entry surveys at each building is recorded for more than 4 weeks.
- Diagnosis response process is developed and implemented in consultation with LPHA
 - Plan is developed using guidance from the MESD Comprehensive Communicable Disease Management Plan (pp. 51-55)
- During LIPI, RGS parents/students will fill out a form every day to log contacts. Daily logs will be kept in the office.
- During LIPI, RHS students will fill out a form every day indicating that they are symptom free and to log contacts. Daily logs will be kept in the office.
- During Hybrid, Synergy provides daily logs of students for more than 4 weeks.
- Communications Coordinator Elizabeth Gibson provides weekly updates of the current instructional models.

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
☑ Serve students in high-risk population(s) whether learning is happening through On-Site (<i>including outside</i>), Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. Medically Fragile, Complex and Nursing-Dependent Student Requirements	<ul style="list-style-type: none"> ● All staff and students will be given the opportunity to self-identify as vulnerable or living with a vulnerable family member. ● Medically fragile, complex, and nursing-dependent students <ul style="list-style-type: none"> ○ Plan is developed using guidance from the MESD Comprehensive Communicable Disease Management Plan (pp. 40-41)

- All districts must account for students who have health conditions that require additional nursing services. Oregon law ([ORS 336.201](#)) defines three levels of severity related to required nursing services:
 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.
 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.
 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.
 - 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.
- All students (through parental/guardian confirmation) will be given the opportunity to self-identify as vulnerable or living with a vulnerable family member.
 - Written communication will be sent out to guardians informing them that if they have a medically vulnerable student (particularly asthma), that they should check with their provider for any recommendations, prescription updates, or restrictions that will help impact student accommodations or for the need to stay out of school and continue CDL.
 - Parents will be able to select the online or hybrid service model option that is most appropriate for their student.
 - Students who experience disability will continue to receive specially designed instruction as outlined on their IEP and such services shall be designed and delivered by the IEP team.
 - Students with Disabilities on a 504 or IEP that have underlying health conditions will have their medical plans reviewed to determine what services may be needed during this time.
 - A school team, including the MESD Nurse, will be available for parent concerns regarding 504 plan needs or supports necessary for medically fragile or vulnerable students and/or family members.
- Staff
 - RSD will support all staff and teachers who self-identify as needing redeployment due to medical concerns.
 - All redeployed staff will have the option of taking FMLA, work tasks without in-person contact (i.e., maintenance projects, office work), or leave options.

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Elementary Level: Support physical distancing in all daily activities and instruction, maintaining at least 3 feet between students to the maximum extent possible.</p> <p>Middle and High School Level when at a county case rate of <200 (green level on the metrics chart in Section 0): Support physical distancing in all daily activities and instruction, maintaining at least 3 feet between students to the maximum extent possible.</p> <p style="padding-left: 40px;">If schools have met the requirements and begun operating, and then metrics move to a more restrictive threshold (yellow or red), schools are not required to shift from operating with 3 feet of physical distance to 6 feet of physical distance. A Local Public Health Authority (LPHA), in partnership with the school and district leadership, may call for a shift in physical distancing requirements, including in response to an outbreak or transmission within the school.</p> <p><input checked="" type="checkbox"/> Middle and High School Level when at a county case rate of ≥ 200 (yellow and red levels on the metrics chart in Section 0): Support physical distancing in all daily activities and instruction, maintaining at least 6 feet between students to the maximum extent possible.</p> <p><input checked="" type="checkbox"/> All Levels: Support physical distancing in all daily activities and instruction, maintaining 6 feet between staff at all times and 6 feet between staff and students to the maximum extent possible.</p> <p><input checked="" type="checkbox"/> Consider physical distancing requirements 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. Additional space for entry, exit, and movement within classroom should be considered. This also applies for professional development and staff gatherings.</p> <p style="padding-left: 40px;">Within this design, consider minimum space for educators to have their own space in the learning environment and allow for the educator to move through the room efficiently and carefully while maintaining 6 feet of physical distance between the educator and the student to the maximum extent feasible.</p> <p><input checked="" type="checkbox"/> Minimize time standing in lines and take steps to ensure that required distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.</p> <p><input checked="" type="checkbox"/> 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).</p> <p><input checked="" type="checkbox"/> Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.</p> <p><input checked="" type="checkbox"/> Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.</p>	<ul style="list-style-type: none"> ● Space <ul style="list-style-type: none"> ○ All classroom settings will ensure 3 feet between individuals to the maximum extent possible, except when they're eating or passing they will remain 6 ft apart. ○ Each room has been measured and surveyed to determine the maximum capacity. Furniture has been removed and desks updated as needed to accommodate spacing of smaller classes. ○ Desks and other classroom spaces are marked to signal where students should/should not sit. ○ Cohort sizes are reduced where needed. ○ Support physical distancing in all daily activities and instruction, maintaining 6 feet between staff at all times and 6 feet between staff and students to the maximum extent possible. ● Lines <ul style="list-style-type: none"> ○ When students are in lines, they will maintain 6 feet between individuals. ○ Signage will be placed in hallway and transition areas to indicate required space between individuals and direction of traffic flow. ● Schedule <ul style="list-style-type: none"> ○ Within Limited in Person Instruction requirements, students will be scheduled up to two hours per day. ○ LIPI grouping will be scheduled one group at a time with time allowed for cleaning. ○ RGS: Students in the hybrid model will come to school daily with daily schedules and will remain in stable cohorts the entire time they are on campus. They will stagger, breaks, transitions and lunch times ○ RHS: Students taking part in Hybrid will be in either a 9th/10th grade cohort (meeting on Monday and Tuesday afternoons) or a 11th/12th grade cohort (meeting on Thursday and Friday afternoons). Some adjustments will occur on short weeks. Each grade level will further be divided into learning PODS (typically made up of 12 students). The Maverick Room, Library and Gym, will be used to accommodate some larger group activities. ○ Physical Distancing is required for all staff (6ft) and students while on campus. ○ Ongoing training, monitoring routines, and coaching will be provided for students and staff to support distancing practices. ○ Staff to also practice social distancing with face coverings ○ Staff meetings and professional learning will follow RSSL safety guidance and will offer virtual meetings.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Establish stable cohorts: The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. <input checked="" type="checkbox"/> Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance). <input checked="" type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards⁴, and peers. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> 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. 	<p>Athletics</p> <ul style="list-style-type: none"> ○ After signing all required forms, students may participate in small groups for conditioning/training with social distancing and face coverings and in accordance with OSAA and OHA guidance. ● Specialists will teach asynchronous when possible as to minimize cohort contact. ● In hybrid, students will have one bus cohort, one classroom cohort. ● Classroom teachers accompany class cohorts to recess. ● Restrooms will be assigned to cohorts based on proximity to the teaching space. ● Shared spaces will be thoroughly cleaned with hard surfaces wiped down between groups.

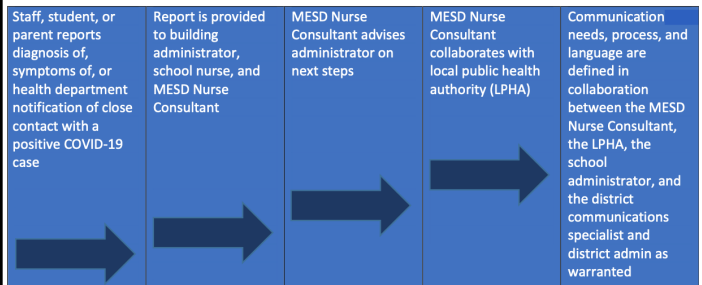
1e. PUBLIC HEALTH COMMUNICATION AND TRAINING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. <input checked="" type="checkbox"/> 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 <i>Ready Schools, Safe Learners</i> guidance for specific training requirements). Note: Instructional time requirements allow for time to be devoted for professional learning that includes RSSL training. <input checked="" type="checkbox"/> Post “COVID -19 Hazard Poster” and “Masks Required” signs as required by OSHA administrative rule OAR 437-001-0744(3)(d) and (e). <input checked="" type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19. <ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Communication Plans <ul style="list-style-type: none"> ○ Plan is developed using guidance from the MESD Comprehensive Communicable Disease Management Plan (pp. 58-60) ○ RGS and RHS will provide training to all staff via a narrated slide deck for initial training modules. ○ RHS will provide interval trainings at staff meetings/professional development meetings. ○ RGS will provide interval training at monthly staff meetings. ○ A letter outlining the instructional model, the rationale and vision behind it, and specific infection control measures will be shared with all families in their native language through print and electronically when available. ○ Additional communication regarding protocols will be shared with families and staff in February prior to the start of on-site instruction. ○ Updated communications will be provided in native languages as plans are adjusted as required throughout the school year. These communications will be sent monthly or as updated information is available.

⁴ Academic content standards refer to all of Oregon state academic standards and the Oregon CTE skill sets.

- 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.

- RGS families will be provided with The 10 things you can do to prepare for return to school.
- COVID-19 Hazard posters will be posted in promite and frequented places around the buildings
- Communication regarding confirmed cases



- The nurse consultant will work with the Local Health Department to provide district administration with a letter to share with appropriate student families and staff, to inform those who have had close contact with a person diagnosed with COVID-19, to stay home and self-monitor for symptoms.
- Response protocol tracks sickness whether COVID or not and send communication

1f. ENTRY AND SCREENING

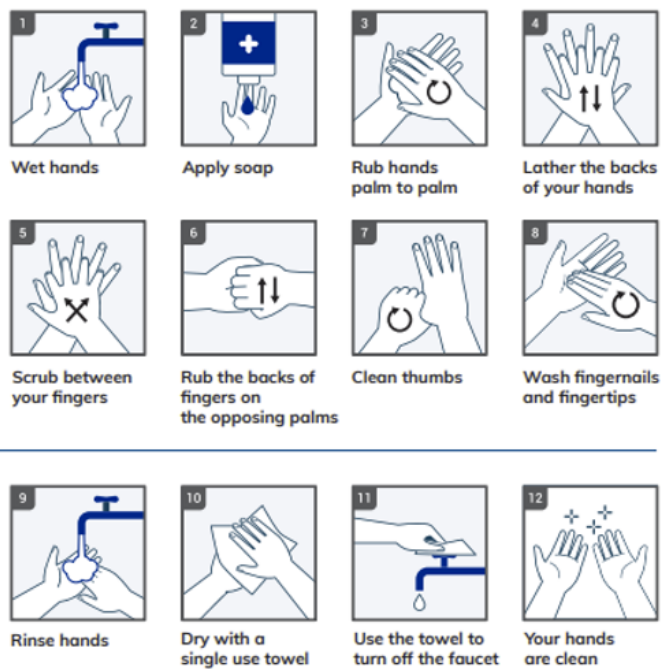
OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Direct students and staff to stay home if they have COVID-19 symptoms. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> ● Primary symptoms of concern: cough, fever (temperature 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: <ul style="list-style-type: none"> ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face (lighter skin); greyish lips or face (darker skin) ○ Other severe symptoms <input checked="" type="checkbox"/> Screen all elementary grade students for symptoms on-site 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. 	<ul style="list-style-type: none"> ● Any student or staff known to have been exposed (e.g., by a household member) to COVID-19 will not be allowed on campus until the passage of 14 calendar days after exposure and until symptoms (e.g., fever, coughing, shortness of breath, sore throat, headache) are improving. ● RGS Entry Screening <ul style="list-style-type: none"> ○ Plan is developed using guidance from the MESD Comprehensive Communicable Disease Management Plan (pp. 53) ○ Each cohort will be assigned an entry meeting location. Staff will be assigned to each meeting location and will visually screen students each morning prior to entering the school building. ○ If a screening indicates that a student may be symptomatic, the student will be directed to the main office, where staff will follow the isolation and screening protocols identified in the pandemic and COVID-19 plans per Multnomah County Health. <p>RHS Students will screen off-site prior to coming to school with a visual screening at the door daily</p> <ul style="list-style-type: none"> ● Screening Staff <ul style="list-style-type: none"> ○ Staff are required to report when they may have been exposed to COVID-19.

For students, confirmation from a parent/caregiver or guardian can also be appropriate. Secondary students must also be screened every day. This can be done off-site, prior to coming to school. 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.

- Staff are required to report when they have symptoms related to COVID-19.
- Staff members will not be responsible for screening other staff members for symptoms.
- Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication will be excluded from school. We will not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.
 - Parents/guardians can provide information regarding existing conditions that cause coughing to be utilized for the purpose of screening.
- Hand Hygiene
 - Handwashing stations or hand-sanitizers will be placed outside each classroom entrance, or students will utilize classroom stations to wash hands immediately upon entrance to the classroom.

How to wash your hands



Use the same process (steps 1-8) for applying hand sanitizing gel.

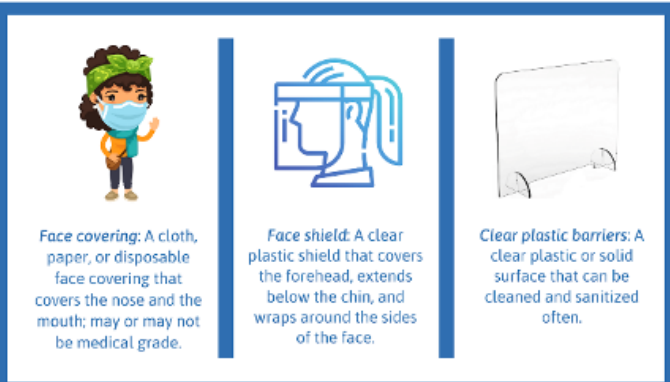
1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Restrict non-essential visitors/volunteers.</p> <ul style="list-style-type: none"> • Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. • Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. <p><input checked="" type="checkbox"/> 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.</p>	<ul style="list-style-type: none"> • Visitors and volunteers <ul style="list-style-type: none"> ○ Visitors/volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. ○ Volunteers for extra-curricular activities must be approved by the building principal. Such approved volunteers will be required to complete training on COVID protocols and this plan and sign a waiver in addition to regular training and background checks. ○ Essential Visitors must maintain six-foot distancing, wear face coverings, and adhere to all other

- ☑ 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.

- provisions of the Ready Schools, Safe Learners guidance.
 - Essential visitors must wash or sanitize their hands upon entry and exit.
 - Essential visitors will be visually screened for symptoms during sign-in and will not be admitted if they have symptoms or if they have been exposed to COVID-19.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☑ 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 following 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 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: <ul style="list-style-type: none"> ● Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute “sensory break;” <ul style="list-style-type: none"> ○ Students 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. <ul style="list-style-type: none"> ● Additional guidance for nurses and health staff. <p>Accommodations under ADA or IDEA and providing FAPE while attending to Face Covering Guidance</p> <ul style="list-style-type: none"> ☑ 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: 	<ul style="list-style-type: none"> ● Plan is developed using guidance from the MESD Comprehensive Communicable Disease Management Plan (pp. 17-18, 47-50) ● Face masks will be required for use by students, staff, and all adults in the building. Face coverings will be worn both indoors and outdoors, including during outdoor recess. <div style="border: 1px solid #0056b3; padding: 10px; margin: 10px 0;">  <div style="display: flex; justify-content: space-around; font-size: small;"> <div style="text-align: center;"> <p>Face covering: A cloth, paper, or disposable face covering that covers the nose and the mouth; may or may not be medical grade.</p> </div> <div style="text-align: center;"> <p>Face shield: A clear plastic shield that covers the forehead, extends below the chin, and wraps around the sides of the face.</p> </div> <div style="text-align: center;"> <p>Clear plastic barriers: A clear plastic or solid surface that can be cleaned and sanitized often.</p> </div> </div> </div> <ul style="list-style-type: none"> ● Face Masks or Shields <ul style="list-style-type: none"> ○ Disposable face masks will be available to all students and staff. If a student removes a face covering, or demonstrates a need to remove a face covering for a short period of time the following options will be available: <ul style="list-style-type: none"> ■ A Space away from peers in the classroom while the face covering is removed will be available in each classroom. This space will allow for students to be supervised by the classroom teacher. ■ Training video will be available to review how to effectively wear a face covering. ■ Classroom teaches will provide students adequate support to re-engage in safely wearing a face covering and rejoin the class ■ Students will not be discriminated against or disciplined for an inability to safely wear a face covering during the school day. <p>Staff will be provided with PPE as necessary including but not limited to:</p> <ul style="list-style-type: none"> ● KN95 masks ● Face shields ● Gloves <p>Face Shields or Plastic Barriers</p> <ul style="list-style-type: none"> ○ Required <ul style="list-style-type: none"> ■ Speech Language Pathologists/Assistants or other adults providing articulation therapy

- 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

- Teacher and IA's in specialized classrooms that require close physical contact for personal care; SLP/A and Life Skills
 - ADA Accommodations
 - If staff or students require an accommodation for the face covering or face shield requirements, the principal will work with the person to develop an alternative solution or reassignment of duties
 - Covering Removal
 - If a student needs to remove their face covering, they will be guided to a dedicated space in the hallway, beside the classroom door. This space will be within sight and sound of the classroom teacher.
- A group of students or classroom, with supervision, are able to take an outdoor stationary group mask break when the following requirements are met:
1. Each student has a designated area marked by a hoola hoop, blanket, chalked circle, or other similar means.
 2. Each designated area is at least six feet away from every other designated area.
 3. Once all students are stationary in their designated area masks can be removed for the purpose of social, emotional and academic learning and exchange.
 4. Yelling, singing, chanting, or other activities that would bring larger exhalations don't happen or have students properly wearing face coverings before taking place.

staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.</p> <p><input checked="" type="checkbox"/> Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. See the COVID-19 Exclusion Summary Guide.</p> <ul style="list-style-type: none"> ● Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. Consider 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. <p><input checked="" type="checkbox"/> 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.</p> <ul style="list-style-type: none"> ● 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. <p><input checked="" type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a healthcare facility.</p> <p><input checked="" type="checkbox"/> Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in "Planning for COVID-19 Scenarios in Schools."</p> <p><input checked="" type="checkbox"/> Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).</p>	<ul style="list-style-type: none"> ● Exclusion and Isolation Protocols <ul style="list-style-type: none"> ○ Each school principal, or designee, will connect weekly with nurse on updates for plan and isolation measures taken to that point. ○ Bus - Students developing symptoms on the bus shall be seated in a designated row and will be taken immediately to the main office upon arrival for additional screening. Students will be in an supervised isolation area with appropriate care until they can be transported home or picked up. ○ Upon Arrival - Students will be visually screened in their cohorts by their supervising staff. Students exhibiting symptoms will report immediately to the main office for screening and appropriate care until they can be transported home or picked up. ○ During Day - Students and staff exhibiting symptoms will be sent to the main office for screening and placement in an isolation area. Staff assigned to supervise will maintain at least six feet of distance and wear facial coverings. ○ Logs will be maintained for every student who enters the health room, regardless of whether they are treated or sent home. Logs will include name of student, reason for visit, and action taken. ○ Staff will maintain student confidentiality as appropriate. ○ Any student or staff with known or suspected COVID-19 will not be allowed on campus until the passage of 14 calendar days after exposure and until symptoms (e.g., fever, coughing, shortness of breath, sore throat, headache) are improving. ● Isolation area <ul style="list-style-type: none"> ○ Isolation rooms will comply with MESD Isolation room checklist and recommendations ○ Isolation procedure will follow the MESD provided COVID-19 TOOLKIT ISOLATION PROTOCOL: RETURN TO SCHOOL GUIDELINES ○ RGS isolation room will be in room 130 with a screening area at the table located outside of classroom 130. ○ At RHS, students or staff members in need of isolation will be in the newly re-purposed Women's Locker Room. ○ Appropriate dividers will be provided within the isolation space to ensure proper separation and barriers, 6 feet apart, while waiting for pick up. ○ Staff supervising isolation space will be provided proper PPE. ● School Nurse or RGS/RHS office staff will provide symptom monitoring. ● Supervision while students are in the isolation space at RGS and RHS will be provided by the office staff or principal. ● Staff will maintain student confidentiality as appropriate.

- ☑ 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.

- All families will be asked to provide updated emergency contact numbers in an effort to improve the efficiency of symptomatic students being picked up and transported home as quickly as possible.
- If a student should need urgent medical care, beyond what the school nurse can support, staff will follow emergency procedures and call 911.
- Nurse will go over these.
- Transportation
 - Plan is developed using guidance from the MESD Comprehensive Communicable Disease Management Plan (p. 61)
 - Students in need of transport to home may be transported by First Student Busing. Passengers will sit in the seat furthest from the driver, unless such location is inaccessible for the student. Students being transported will wear masks, as will the driver, unless health or physical limitations prohibit such action. The bus will be cleaned and sanitized following each use.
 - Students in need of emergency transport to a medical facility will be transported via ambulance



2. Facilities and School Operations

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

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☑ 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: <ul style="list-style-type: none"> ● The ADM enrollment date for a student is the first day of the student's actual attendance. ● A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year. ● If a student does not attend during the first 10 session days of school, the student's ADM enrollment date must reflect the student's actual first day of attendance. ● Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM. ☑ 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 	<ul style="list-style-type: none"> ● All students will be enrolled following the Oregon Department of Education guidelines including the temporary suspension of the 10-day drop rule. ● Prior to a student missing 10 days school staff will work to re-engage the student and family. ● No student will be dropped for non-attendance if they meet the following conditions: <ul style="list-style-type: none"> ○ Are identified as vulnerable, or otherwise considered to be part of a population vulnerable to infection with COVID-19 ○ Have COVID-19 symptoms for the past 14 days.