



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated April 13, 2021

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Riverdale School District
Key Contact Person for this Plan	Joanna Tobin
Phone Number of this Person	503-262-4840
Email Address of this Person	jtobin@riverdale.k12.or.us
Sectors and position titles of those who informed the plan	Instruction Planning Participants Summer-January and Safety Teams Joanna Tobin – Interim Superintendent Carrie Banks – Board Chair Rob Pridemore – Athletic Director Jennifer McDonald – Teacher Liz Randall - Teacher Nancy Fowler – Teacher Larissa Reece – Teacher Lauren Howley – Teacher Shar Hunter – Teacher Erika Andrews – Counselor

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

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

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

	Antonio Sanchez – GS Maintenance Supervisor/Head Custodian Carrie Spurlock – School Board/Parent Heather Bogaty – Parent Leon Fabrycki – Parent Multnomah County Health Department and MESD District Nurse – Nicholas Jacobs Kira Conley – Parent Suzanne Bevier – GS Office Assistant Stephanie Kendall – GS Interim Principal Antonio Sanchez – GS Head Custodian Brian Flannery – HS Principal Cheryl Wright – HS Registrar/Assistant to the Principal Grace Thompson – HS Office Assistant Eddie Herzig – HS Student Betsy Carroll – HS Teacher Dave Warren – HS Head Custodian Colleen McCarthy – Parent Elizabeth Gibson – Communications Coordinator
Local public health office(s) or officers(s)	Multnomah County Health Department 503-988-3674 Heather Godsey, Nurse Consultant, Department of School Health Services Multnomah Education Service District – local contact for Riverdale for Multnomah, Clackamas and Washington Counties
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Grade School: Stephanie Kendall (Principal) and Antonio Sanchez (Custodian) High School: Brian Flannery (Principal) and Dave Warren (Custodian)
Intended Effective Dates for this Plan	Nov. 16. 2020 and updated January 26th with K-3 Hybrid Instructional Model beginning March 9th.
ESD Region	Multnomah

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

In preparation for reopening school in fall 2020, Riverdale School District began gathering feedback through end of the year surveys, mid-summer surveys and technology surveys. Focus groups were formed in preparation of the Instructional Planning and Safety of our schools. Forums were held on the Return to Learn Plans, specific site plans and SEL. The RGS Leadership team has contributed to planning discussions and decisions. Additionally, Principals are partnering with parents in review of Safety/PPE protocols. School Equity teams are also in consultation and review of planning. We are now utilizing Thought Exchange as a way to survey the thoughts of students and interest groups in our community. The District has engaged with families whose children are in need of meals and partners with Healthy Habits Catering to provide The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Select which instructional model will be used:

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

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

5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-22 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a), including updating when you are changing Instructional Model (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a>).

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

Comprehensive Distance Learning will continue to be an option based on family choice.

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

Describe the school's plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

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



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 Ready Schools, Safe Learners 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.

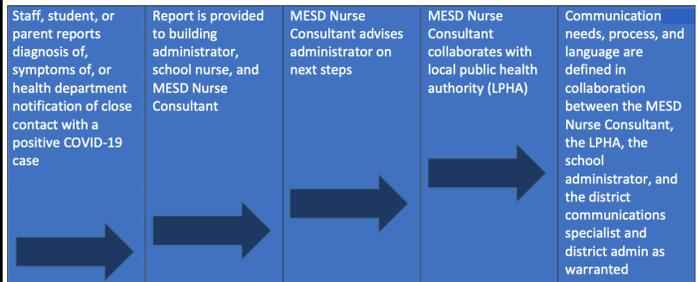
1e. PUBLIC HEALTH COMMUNICATION AND TRAINING

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 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. <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

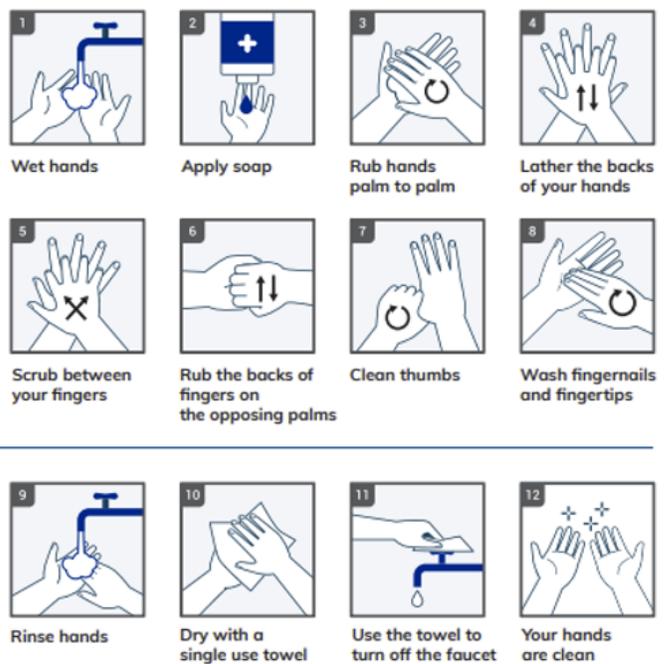
OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Direct students and staff to stay home if they have COVID-19 symptoms. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> ● Primary symptoms of concern: cough, fever (temperature 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.

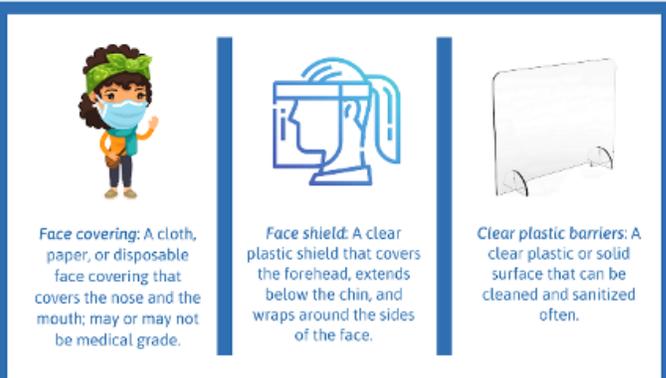
1g. VISITORS/VOLUNTEERS

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.

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.

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☑ 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. 	<ul style="list-style-type: none"> ● Attendance <ul style="list-style-type: none"> ○ K-12 Online or in-person <ul style="list-style-type: none"> ■ Students will be marked in attendance for being present in-person and online synchronously. If a student does not demonstrate being in attendance in either of the aforementioned ways, but asynchronously makes contact with their teacher to engage in that course, they will be updated to having attended. ○ Alternative Programs. If a high school student is engaged in an alternative program that is staffed by RSD staff the above attendance process will apply. If the student is attending an alternative education program that RSD contracts with, then RHS will coordinate attendance with the contracted program and ensure conformance to Oregon guidelines. ○ Online see above for high school.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☑ 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. 	<ul style="list-style-type: none"> ● All students will be assigned a district-owned device for use in the school building. ● Students will have the option to take the device home for at-home use. ● Deployment of district-provided hotspots will continue to ensure adequate internet access for all families. ● School devices will be cleaned and sanitized between each use. ● During check-out and check-in procedures, social distancing and safety measures will be utilized. ● Appropriate opportunities to charge devices will be provided for any technologies required for outdoor learning.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Handwashing: All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer.</p> <p>Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.</p> <p><input checked="" type="checkbox"/> 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.</p> <p><input checked="" type="checkbox"/> Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.</p> <p><input checked="" type="checkbox"/> 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.).</p>	<ul style="list-style-type: none"> ● Handwashing <ul style="list-style-type: none"> ○ All students will have access to hand washing prior to meals. ○ Frequent opportunities for hand washing will be provided throughout the school day. ○ Hand washing will be supplemented with the use of hand sanitizer. ● Equipment <ul style="list-style-type: none"> ○ Sharing of supplies will be restricted when possible. ○ All shared equipment will be cleaned between users. ● Events <ul style="list-style-type: none"> ○ Off-site field trips and events requiring visitors or volunteers have been cancelled. ○ In-school events will be modified to follow cohorting and social distancing guidance. ○ Use of the building by outside groups will not be allowed. ○ Use of facilities for RSD athletics and activities will be coordinated through and approved by the principal and superintendent. ● Transitions/Hallways <ul style="list-style-type: none"> ○ Hallways will include one-way traffic markings to reduce contact. ○ Transitions by grade-level cohort groups will be staggered to reduce contact. ○ Student cohorts will remain in the classroom with adult transitions when possible. ○ Cohort classrooms will be assigned by building area to allow access to a single bathroom, drinking fountain, and hand washing station throughout the school day. ● Classroom Line Up <ul style="list-style-type: none"> ○ Students line up in cohort classes outside and undesignated areas, keeping more than six feet between cohorts / each other. ○ Line up areas are marked with visual cues to indicate adequate physical distance. ● Personal Property <ul style="list-style-type: none"> ○ RGS: elementary hybrid students will bring only a water bottle and pocket snack, older students will bring a binder ○ RHS: All personal property brought to school will be carried by the high school student throughout the day in their backpack/bag. ○ Personal property must be labeled with the student's name and will only be used by that student. ● Restrooms: <ul style="list-style-type: none"> ○ Restrooms will be available to all students throughout the day. Restrooms will be assigned based on cohort rooms.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.</p> <p><input checked="" type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times.</p> <p><input checked="" type="checkbox"/> 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).</p> <p><input checked="" type="checkbox"/> Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for</p>	<p>Note: Some of these areas do not apply to Limited In Person Learning (LIPI) and are in regards to our Hybrid Instructional Models.</p> <p>Riverdale Grade School</p> <ul style="list-style-type: none"> ● Arrival and Dismissal <ul style="list-style-type: none"> ○ RGS K-4 and grades 5-8 will have staggered dismissal times. The arrival window for K-8 will be 8:15-8:30 in different locations. ● Entrances

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.

- Each student cohort will be assigned a meeting point and entrance (i.e., a specific door) to the school building.
- Kindergarten and first grade students will enter at the South end back doors.
- 2nd and 3rd grade students will enter through the center back doors
- 4th grade students will enter through the north end back doors
- Staff will be present at each meeting and entry point to visually screen students for symptoms and track cohort data.
- Students identified as potentially symptomatic will be directed to the main office and will follow previously described procedures.
- 5-8th grade entrances

● Sign-In/Sign-Out Protocols

- Students entering or leaving the building at times other than arrival or dismissal will use the main building entrance.
 - Arrivals will remain in the main office area until screening is complete.
 - All sign-in/sign-out tracking will be handled by office staff to reduce sharing of pen/paper.
 - All students will use hand sanitizer immediately before sign-in/sign-out
- By Bus: Students arriving by bus will walk to the designated door for their classroom and walk on the right side of the hall to their classroom
 - By Car: Students arriving by car will enter from the south side of the building and walk to the designated door for their classroom and walk on the right side of the hall to their classroom.
 - By Foot or bike: Students arriving to school via bike and foot will enter from the north side of the building and walk to their designated door

Riverdale High School

- RHS Students arrive at 1:00 and depart at 3:55 while exercising 6ft social distancing
- Entrances for 9th and 11th will be the back of the building near student parking lot. Entrance for 10th and 12th will be the front doors.
- Students entering or leaving the building at times other than arrival or dismissal will use the main building entrance.
- Arrivals will remain in entryway area until screening is complete.
- All sign-in/sign-out tracking will be handled by office staff to reduce sharing of pen/paper.
- All students will use hand sanitizer immediately before sign-in/sign-out
- By Bus: Students arriving by bus will walk to the designated door for their grade level and walk on the right side of the hall to their classroom
- By Car: Students arriving by car will walk to the designated door for their grade level and walk on the right side of the hall to their classroom
- By Foot or bike: Students arriving to school via bike and foot will walk to the designated door for their grade level and walk on the right side of the hall to their classroom

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Seating: Rearrange student desks and other seat spaces so that students' physical bodies are at least 3 feet apart; or at least 6 feet apart, as required in section 1c; assign seating so students are in the same seat at all times. Where possible, face all desks in same direction or have students sit on only one side of tables.</p> <p><input checked="" type="checkbox"/> Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.</p> <p><input checked="" type="checkbox"/> Handwashing: Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues shall be disposed of in a garbage can, then hands washed or sanitized immediately.</p> <ul style="list-style-type: none"> ● Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. 	<ul style="list-style-type: none"> ● Seating <ul style="list-style-type: none"> ○ Classroom desks and tables will be arranged with students being at least 3 feet apart or 6 feet apart as required in section 1 C. ○ Students will have assigned seats and will stay in their assigned seats throughout the day. ○ When possible, windows will be open in the classroom before students arrive and after students leave. ○ If students need to change seats for any reasons, it will be disinfected. ● Materials <ul style="list-style-type: none"> ○ Each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.). ○ If needed to share, these items will be cleaned between each use. Hand sanitizers and tissues will be available for use by students and staff. ● Handwashing <ul style="list-style-type: none"> ○ All students will wash their hands upon building entry and exit, and prior to meals. 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 handwashing practices. <p>RHS Arrival, Dismissal, Seating, Materials, and Handwashing</p> <ul style="list-style-type: none"> ● Schedule <ul style="list-style-type: none"> ○ 50 Minute Blocks of Time. Some cohorts may be assigned a 90 minute block- and will stay in the same location. ○ 15 minutes in between for cohort change and cleaning ○ Mondays: 2:30-3:20 and 3:35 to 4:25. (15 min. between cohorts). ○ Tuesday-Friday: 7:55 to 8:45, 1:15-2:05 and 2:20 to 3:10 ● Seating <ul style="list-style-type: none"> ○ Classroom desks and tables will be arranged with students being at least three feet apart. ○ Students will have assigned seats and will stay in their assigned seats throughout the period(s). ○ When possible, windows will be open in the classroom before students arrive and after students leave. ○ If students need to change seats for any reasons, it will be disinfected. ● Materials <ul style="list-style-type: none"> ○ Each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.). ○ If needed to share, these items will be cleaned between each use. Hand sanitizers and tissues will be available for use by students and staff. ● Handwashing <ul style="list-style-type: none"> ○ All students will wash their hands upon building entry and exit, and prior to meals. 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 handwashing practices.

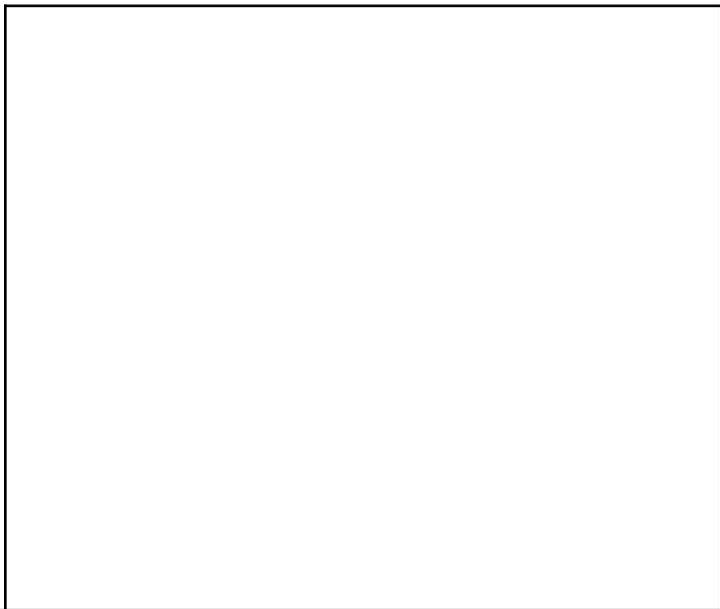
2g. PLAYGROUNDS, FIELDS, RECESS, BREAKS, AND RESTROOMS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority’s Specific Guidance for Outdoor Recreation Organizations). <input checked="" type="checkbox"/> After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. For learning outside if portable bathrooms are used, set up portable hand washing stations and create a regular cleaning schedule. <input checked="" type="checkbox"/> Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements. <input checked="" type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). <input checked="" type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts. <input checked="" type="checkbox"/> Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. <input checked="" type="checkbox"/> 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 6 feet of distance between adults. Note: The largest area of risk is adults eating together in break rooms without face coverings. 	<ul style="list-style-type: none"> ● Playgrounds (RGS Only) <ul style="list-style-type: none"> ○ Playgrounds will be open for students and community in accordance to RSSL required cleaning ○ Recess activities will be supervised in a manner conducive to social distancing. ○ Students will access recess in their cohorts. ○ Students will wash or sanitize their hands before going to recess and before returning to the building. ○ Frequently clean and disinfect high-traffic areas and commonly touched surfaces (Cleaning encouraged in between uses by community members and hand sanitizers to be provided) ○ School will post adequate signs on the playground indicating limitations on use. ○ Recess activities will be planned to support physical distancing and maintain stable cohorts. This can include limiting the number of students on one piece of equipment, at one game, etc. ● Restroom: All cleaning requirements will be maintained as outlined by OHA. Students will wash hands with soap and water for at least 20 second after restroom use. ● Common Areas <ul style="list-style-type: none"> ○ Students and staff to follow the flow of traffic when moving about the school ○ Teachers will radio the office to see if the health room is available to avoid having more than one person and if there’s more than one person, we will use the conference room ● Breaks: Staff will be encouraged to limit their use of the building and their interactions with people outside of their assigned cohorts. <ul style="list-style-type: none"> ○ Staff will be encouraged to eat in their individual classrooms or cars. ○ Cleaning requirements will be maintained per ODE guidelines (section 2) of Ready Schools, Safe Learners guidance). ○ Hand sanitizer will be provided in staff rooms, common staff lunch areas and workspaces. ○ Social distancing signs and stickers will be placed in the staff room and workspaces.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Maintain 6 feet of physical distancing when masks cannot be worn, including when eating. <input checked="" type="checkbox"/> Include meal services/nutrition staff in planning for school reentry. <input checked="" type="checkbox"/> Prohibit self-service buffet-style meals. <input checked="" type="checkbox"/> Prohibit sharing of food and drinks among students and/or staff. <input checked="" type="checkbox"/> At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. <input checked="" type="checkbox"/> 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. 	<ul style="list-style-type: none"> ● At RGS meals provided by school will be individually packaged and distributed outside. Any snacks will be outside, if weather does not allow, students can eat a snack under the covered area. All students and staff must wash hands prior to meals and following meal consumption. ● At RHS limited, small group lunches (no more than 6 people) will occur outdoors as weather permits. Adults and students will maintain 6 feet distance and wear masks when not eating or drinking. ● Students will not share utensils or other items during meals.

- ☑ 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 drinking and minimize time in spaces where face coverings are not consistently worn.



2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☑ 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. <ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> ○ 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. <ul style="list-style-type: none"> ○ 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.nly as stated in Section 1h of the Ready Schools, Safe Learners guidance. ☑ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while 	<ul style="list-style-type: none"> ● Contracted student transportation (First Student) has developed a transportation plan that includes visual screening, seat assignments and controlled exiting. Daily disinfection will be performed on all buses. First students has provided information about their COVID-19 Safety Protocols here http://firststudentinc.com/start-safe/ <ul style="list-style-type: none"> ○ First Student has provided a powerpoint presentation called <u>My Bus Ride</u> for students to teach about their bus experience and reinforce expectations. ● Dressing warmly will be included in the parent handbook for hybrid learning. <ul style="list-style-type: none"> ○ In addition, school specific protocols will include: <ul style="list-style-type: none"> ■ Each student will be assigned an entrance point (i.e. a specific door) to the school building. ■ Upon entry, students will go directly to their class ■ As students leave the bus, staff will note their presence on the contact tracing log (simple google form) ■ Staff will be present at each entry point to visually screen student for symptoms ■ If a student is displaying symptoms of COVID-10, staff will notify the office and the student will be sent to the isolation room. ● Buses <ul style="list-style-type: none"> ○ Bus routes support cohorting students and physical distancing, including: <ul style="list-style-type: none"> ■ Three feet of physical distance between passengers ■ Six feet of physical distance between the driver and passengers (except during boarding and in assisting those with mobility devices) ○ All bus drivers will keep daily student logs.

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.

- Buses will be equipped with visual cues (e.g., floor decals, colored tape, signs) to discourage students from standing or sitting within three feet of other passengers, drivers, or staff members on the bus.
- Cleaning
 - Buses will be cleaned and sanitized between each route daily.
- Loading/Unloading
 - All riders must maintain 6 feet distancing when entering or exiting the bus.
 - The bus driver and any additional staff members on board will verbally and visually help support distancing measures.
- Drivers
 - All drivers will wear masks or face shields.
 - Each bus driver will be required to visually screen students for illness and maintain logs for contact tracing.
- Communication
 - Meetings will be held 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.
- Face coverings or face shields
 - Face coverings (coverings required and shields are optional) will be required for all individuals who ride on the bus.
- Cleaning
 - All frequently touched surfaces and shared objects will be cleaned at least three times per day.
 - Door handles, desks, and tables will be cleaned between cohort groups.
 - Deep cleaning will occur at night and first thing in the morning. The disinfectant occurs with wiping

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☑ 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 	<ul style="list-style-type: none"> ● Cleaning <ul style="list-style-type: none"> ○ All frequently touched surfaces and shared objects will be cleaned at least three times per day. ○ Door handles, desks, and tables will be cleaned between cohort groups. ○ Deep cleaning will occur at night and first thing in the morning. The disinfectant occurs with wiping and spraying all surfaces, desks, chairs etc. with a disinfectant rag as well as a spray for all door handles. ○ Disinfecting will be done primarily with a household disinfectant on List N: Disinfectants for use against SARs-CoV-2external icon, the virus that causes COVID 19. ○ Riverdale grade school is currently working with an electrostatic sprayer disinfectant. please review that video link for full detail (https://www.youtube.com/watch?v=TOhXaT3Ho). ○ RGS will use the sprayer to disinfect playground at least once a day. ● Ventilation <ul style="list-style-type: none"> ○ Ventilation systems will be checked and maintained monthly by maintenance staff. ○ Air filters at RGS and RHS were recently changed. they are on a replacement cycle of 3 times a year.

- 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](#)).

- RHS and RGS ventilation system use MERV 13 filters that are hospital grade. They have pleated filter fabric that utilizes an electrostatic charge to remove very fine particles from the air as well as mold, pet dander, bacteria and particles that carry viruses.
- At RHS and RGS Portable HEPA air purifier units are located in every classroom, and throughout the building in strategic locations. The air purifiers (from USA Sealing) are Medical Grade HEPA technology to remove airborne viruses and bacteria. It only takes the units approx. 20 minutes to exchange the air in a typical classroom.
- Additionally ionisers have been installed in our buildings. They are shown to kill covid, the company uses patented technology called needle-point bi-polar ionization to create equal amounts of positive and negative ions. When these ions are injected into the air stream they break down passing pollutants and gases into harmless compounds like oxygen, carbon dioxide, nitrogen and water vapor.

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☑ 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). 	<ul style="list-style-type: none"> ● All health plans will be developed collaboratively with MESD School Nurse and Multnomah County Health Department. ● Each school will provide age appropriate hand hygiene and respiratory etiquette education to endorse prevention. This includes website, newsletter, and signage in the school setting for health promotion. ● Review of 504 and IEP accommodations and IHP’s will be advised to address vulnerable populations. ● Immunization processes will be addressed as per routine timeline, which prioritizes the beginning of the year and new students. ● Continuity of existing health management issues will have a plan for sustaining operations alongside COVID-19 specific planning (i.e., medication administration, diabetic care).

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach:</p> <ul style="list-style-type: none"> ● Contact tracing ● The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. ● Quarantine of exposed staff or students ● Isolation of infected staff or students 	<ul style="list-style-type: none"> ● N/A

<ul style="list-style-type: none"> ● Communication and designation of where the “household” or “family unit” applies to your residents and staff <p><input type="checkbox"/> Review and take into consideration CDC guidance for shared or congregate housing:</p> <ul style="list-style-type: none"> ● Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible ● Ensure at least 64 square feet of room space per resident ● Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary; ● Configure common spaces to maximize physical distancing; ● Provide enhanced cleaning; ● Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs. <p>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:</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.</p> <p><input type="checkbox"/> Less than 10% of staff, employees, or contracts (in total) are traveling to or from campus. Staff in this designation will:</p> <ul style="list-style-type: none"> ● Limit travel to essential functions. ● Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19. <p><input type="checkbox"/> Any boarding students newly arriving to campus will either:</p> <ul style="list-style-type: none"> ● Complete a quarantine at home for 14 days* prior to traveling to the school, OR ● Quarantine on campus for 14 days.* <p>* 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).</p> <p><input type="checkbox"/> Student transportation off-campus is limited to medical care.</p>	
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2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

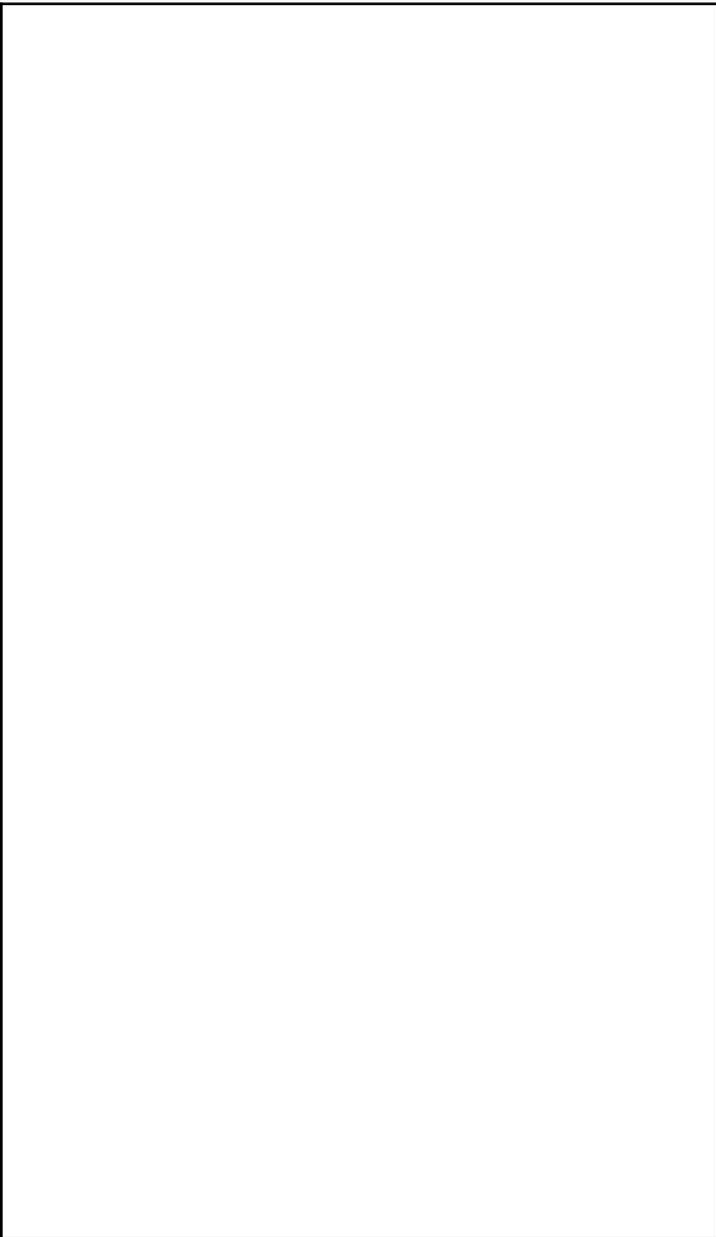
OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies.</p> <ul style="list-style-type: none"> ● At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. ● Fire drills must be conducted monthly. 	<ul style="list-style-type: none"> ● Emergency procedures <ul style="list-style-type: none"> ○ We will conduct drills per state requirements and provide training for teachers (including new procedures based on COVID-19 distancing practices) prior to resuming in-person learning. ○ When students are in lines, they will maintain 6 feet between individuals. ● Handwashing required for staff and students upon return to the building ● All drills will maintain COVID-19 safety precautions, including social distancing. ● During lock-down drills, students will be told to maintain

<ul style="list-style-type: none"> • Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. • Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year. <p><input checked="" type="checkbox"/> Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill 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.</p> <p><input checked="" type="checkbox"/> When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.</p> <p><input checked="" type="checkbox"/> Drills shall not be practiced unless they can be practiced correctly.</p> <p><input checked="" type="checkbox"/> Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.</p> <p>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).</p> <p><input checked="" type="checkbox"/> Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.</p>	<p>social distance during practice. Staff will remind students that if it were a real situation, moving toward safety would be most important. We will not hold any unannounced drills during the pandemic.</p> <ul style="list-style-type: none"> • Students and staff will wash or sanitize hands after the completion of the drill.
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2n. SUPPORTING STUDENTS WHO ARE DYSREGULATED, ESCALATED, AND/OR EXHIBITING SELF-REGULATORY CHALLENGES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student’s demonstrated lagging skills.</p> <p><input checked="" type="checkbox"/> Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.</p> <p><input checked="" type="checkbox"/> Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.</p> <p><input checked="" type="checkbox"/> Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.</p> <p><input checked="" type="checkbox"/> Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.</p> <p><input checked="" type="checkbox"/> Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues.</p> <p><input checked="" type="checkbox"/> Plan for the impact of behavior mitigation strategies on public health and safety requirements:</p> <ul style="list-style-type: none"> • Student elopes from area <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> • Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention. 	<ul style="list-style-type: none"> • Self-regulation support provided by following individual plans and de-escalations. • Staff training includes Safety Care Training and support/training for de-escalations. • De-escalation space identified at the GS (Room 128) and HS (Gym) per individual needs while in LIPI. • PPE – Face Shields provided and refer to individual plans. • RGS and RHS will use Restorative Practices to build skills and relationships while responding to behavior needs. • For students who experience regulatory challenges or behavioral challenges, we will be proactive in planning supports, using the following tools and strategies: Functional Behavioral Assessment and Behavioral Support Plans to determine preventative strategies and appropriate responses form the staff. • Staff who regularly interact with students who experience a high amount of dysregulation, resulting in the need for physical support are trained in Safety Care prevention and intervention. • Room Clear: Should a room clear occur to protect student dignity and safety, the stable cohort will move to a covered outdoor space to reduce contact with other students and staff. A staff member will remain with the student who is dysregulated, and provide de-escalation support within the room. The staff will use the least restrictive intervention possible to maintain safety for all. • After all close interactions with students, staff and student will wash or sanitize hands, and record all interactions outside of their original cohort will be report to the office for recording.

- Use the least restrictive interventions possible to maintain physical safety for the student and staff.
 - Wash hands after a close interaction.
 - Note the interaction on the appropriate contact log.
 - *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
 - Student engages in behavior that requires them to be isolated from peers and results in a room clear.
 - If students leave the classroom:
 - Preplan for a clean and safe alternative space that maintains physical safety for the student and staff
 - Ensure physical distancing and separation occur, to the maximum extent possible.
 - Use the least restrictive interventions possible to maintain physical safety for the student and staff.
 - Wash hands after a close interaction.
 - Note the interaction on the appropriate contact log.
 - *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
 - Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior).
 - If staff need to intervene for student safety, staff should:
 - Maintain student dignity throughout and following the incident.
 - Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention.
 - Use the least restrictive interventions possible to maintain physical safety for the student and staff
 - Wash hands after a close interaction.
 - Note the interaction on the appropriate contact log.
- *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
- Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.



2o. PROTECTIVE PHYSICAL INTERVENTION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> 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.	<ul style="list-style-type: none"> ● RSD will follow health guidance when cleaning PPE and will not reuse single use disposable PPE. ● RGS/RHS will follow the ORS and OAR if restraint or seclusion methods are used with students.
<input checked="" type="checkbox"/> In accordance with ORS 339.291, ORS 339.300, and OAR 581-015-2556, if restraint or seclusion is used on a student, it must be imposed by personnel who are trained in approved restraint or seclusion programs, or by other personnel who are otherwise available in the case of emergency circumstance. Staff may engage in close contact (less than 6 feet of physical distance) with no more than two other individuals on a given day for the purposes of assessing physical skills associated with required training components of approved programs, under the following conditions: <ul style="list-style-type: none"> ● Only participants and trainers are allowed to be present for these sessions. 	

<ul style="list-style-type: none"> • Participants and trainers must be screened for symptoms associated with COVID-19 prior to the start of each session. Anyone exhibiting symptoms, by visual screening or self-report, shall not participate in training at that time. • All participants and trainers must wash their hands immediately prior to and following direct physical contact with another person. • All people in close contact for this purpose must wear: A surgical mask and face shield or follow CDC guidance to improve how your mask protects you. <ul style="list-style-type: none"> ○ Gloves ○ Strive to wear other PPE to the extent feasible, including a gown. <p>Minimize the amount of time training participants are within 6 feet of physical distance. For example: It is better to limit time within 6 feet to 5 and no more than 15 minutes and spacing back out before training on another practice than to be within 6 feet for a longer duration of time.</p> <p>Maintain 6 feet at all other times not actively training at closer proximity.</p>	
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3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review the “Planning for COVID-19 Scenarios in Schools” toolkit. <input checked="" type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. 	<ul style="list-style-type: none"> • RSD will be utilizing and following the MESD Communicable Disease Management Plan. • A district response team will review identified cases and follow RSD’s established emergency response framework.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review and utilize the “Planning for COVID-19 Scenarios in Schools” toolkit. <input checked="" type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning. <input checked="" type="checkbox"/> Continue to provide meals for students. 	<ul style="list-style-type: none"> • RSD will be utilizing and following the MESD Communicable Disease Management Plan. • If school closure is advised by the local public health department, consultation will occur in collaboration with legal, union, and district administration to ensure legal and equitable procedures. • In the case of an outbreak, All learners will be provided access and support through the CDL model. • If a student is purchasing a school lunch, it will be delivered to the classroom prior to school dismissal. School lunches will be eaten at home.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review and utilize the “Planning for COVID-19 Scenarios in Schools” toolkit. <input checked="" type="checkbox"/> 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. 	<ul style="list-style-type: none"> • RSD will be utilizing and following the MESD Communicable Disease Management Plan. • Cleaning <ul style="list-style-type: none"> ○ Post-escalation cleaning in trafficked areas per protocols

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.

- K-4 students will be in reduced in-person class sizes to create stable cohort groups of 12 or fewer students.



ASSURANCES

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

This section does not apply to private schools.

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

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



4. Equity



5. Instruction



6. Family, Community, Engagement



7. Mental, Social, and Emotional Health



8. Staffing and Personnel

Assurance Compliance and Timeline

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

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