



RESILIENCY FRAMEWORK FOR SCHOOL REENTRY 2020-21

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

1. Please fill out information:

Name of School, District or Program	Valley Catholic High School
Key Contact Person for this Plan	Doug Ierardi
Phone Number of this Person	503-520-4705
Email Address of this Person	dierardi@valleycatholic.org
Sectors and position titles of those who informed the plan	President and campus principal team, high school admin team and faculty members
Local public health office(s) or officers(s)	Sam Lathrop, Senior Program Coordinator of Immunization and Access to Care; Washington County Dept. of Health and Human Services.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Doug Ierardi and Krista Gram
Intended Effective Dates for this Plan	2021-22 Academic Year (RSSL Resiliency Framework document updated August 2021)
ESD Region	Northwest Regional ESD

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.

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.

In June 2020, we sent a parent survey to gain perspective and insight on the possibility of on-site learning, hybrid learning or complete digital learning (current and incoming families). We also surveyed staff. Among the questions we asked about concerns, problems, and other information they wanted us to know and consider. We also consulted with community experts (MD, pathologist) in determining specific health practices to include in this plan.

Frequent communication and opportunities for families and school staff to provide input have continued throughout the 2020-21 school year. Thorough information about our current reopening plan has been shared with the community. Multiple options (in-person and digital) are being made available in response to families' needs. Valley Catholic School is in regular communication with our county LPHA for guidance and plan approvals.

Throughout summer 2021, school administrators have communicated regularly and often with families regarding the school's plan to return to full in-person learning, and the safety protocols that will be in place as school resumes.

3. Indicate which instructional model will be used.

Select One:

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

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

*This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.
Schools providing On-Site or Hybrid Instructional Models do not need to complete this section.*

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.*



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Implement measures to limit the spreads of COVID-19 within the school setting. <input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. <input checked="" type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. <input 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 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. <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, offices, 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 and provide all logs and information in a timely manner. <input checked="" type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others. <input checked="" type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. <ul style="list-style-type: none"> • If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the Ready Schools, Safe Learners guidance), the daily log may be maintained for the cohort. • If a student(s) is not part of a stable cohort, then an individual student log must be maintained. <input checked="" type="checkbox"/> Required components of individual daily student/cohort logs include: <ul style="list-style-type: none"> • Child's name • Drop off/pick up time • Parent/guardian name and emergency contact information • All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student 	<ul style="list-style-type: none"> • Classroom capacities adhere to 3 feet of distance between students and 6 feet between teacher and students • Students will be reminded about proper distancing, handwashing, bathroom procedures during orientation with follow-up during the first weeks of school. These efforts will continue throughout the year as needed. • Staff have been trained in procedures and protocols by school administration, along with cleaning procedures and symptoms of COVID to be aware of by local, medical professionals, prior to in-person learning. • Upon learning of a confirmed COVID-19 case, we will notify the LPHA immediately (via phone), as well as the school community (via email). We will follow communication, quarantine, and closure requirements given by the LPHA. • School staff has been trained to administer rapid COVID tests, and these tests will be administered following OHA guidelines. • Disinfection includes end of day cleaning by a custodial team to all classrooms and common areas. Bathrooms and high frequency touch points will be cleaned by daytime custodial staff throughout the day. Activity areas (P.E., outdoor areas, etc.) will be disinfected between each cohort group and at the end of the day. • Hand sanitizer is available at the entry to each classroom and throughout the school. • We will comply with all requirements of the LPHA, including providing our contact tracing logs, when needed. • Staff have been trained to monitor for typical COVID symptoms. • Students and staff will self-screen for COVID before arriving at school. Students or staff who present with symptoms upon entry will not be admitted to the building. Students or staff who discover symptoms throughout the day will be isolated in an area, while monitored, until they are picked up by a parent/guardian. Rapid COVID tests will be administered, when deemed necessary, by trained staff members. • Individual tracing logs are kept for each student and teacher. An additional log will be kept in the office for any adult who enters the building (maintenance staff, etc.) • All tracing logs will kept for at least a rolling four weeks, and will be shared with the LPHA immediately upon request. • LPHA will be contacted ASAP upon a confirmed case, and we will fully cooperate with required disinfecting, cleaning and contact tracing guidelines. • In an outbreak situation, we will comply with the LPHA to limit or close the physical school, or utilize digital learning for specific cohorts, for a specified time. • The school's Communicable Disease Management Plan was updated in July 2020, including the COVID-19 Specific Communicable Disease Control Addendum.
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<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. <input checked="" type="checkbox"/> Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19. <input checked="" type="checkbox"/> Protocol to respond to potential outbreaks (see section 3 of the <i>Ready Schools, Safe Learners</i> guidance). 	<ul style="list-style-type: none"> • Our LPHA contact person is Sam Lathrop, the Senior Program Coordinator of Immunization and Access to Care, at the Washington County Dept. of Health and Human Services. • The school does not have a school nurse but has access to medical experts in the community. The principal and other administrators are responsible for establishing, implementing and enforcing physical distancing requirements.
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1b. HIGH-RISK POPULATIONS

<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. <p>Medically Fragile, Complex and Nursing-Dependent Student Requirements</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services: <ol style="list-style-type: none"> 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. <input checked="" type="checkbox"/> Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law: <ul style="list-style-type: none"> • Communicate with parents and health care providers to determine return to school status and current needs of the student. • Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. • Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. • The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. • Service provision should consider health and safety as well as legal standards. • 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: 	<ul style="list-style-type: none"> • Students who experience symptoms or are placed in quarantine must stay home. Teachers will support students to keep up with their academic studies. Students who are sick (COVID or other illnesses) will not be expected to do school work and extended time will be given to catch up once they are able to return to school. • We do not have a school nurse, or nursing-dependent students. Parents are able to pick up their students for medically necessary appointments. School staff are trained in CPR/First Aid, Bloodborne Pathogens, Severe Allergic Reactions, and administering rapid COVID tests. • We will rely on parents to get medical advice from their pediatrician.
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<ul style="list-style-type: none"> ○ US 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. 	
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1c. PHYSICAL DISTANCING

<ul style="list-style-type: none"> ☒ 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. ☒ Support physical distancing in all daily activities and instruction, striving to maintain at least six feet between individuals. ☒ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. ☒ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). ☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don’t employ punitive discipline. 	<ul style="list-style-type: none"> • Three feet of social distancing will be maintained at all times in classrooms, and six feet whenever possible. Social distancing will be maintained in hallways and during transition periods, and will be monitored by staff. • Student entry and exit will be staggered, and students are assigned to a specific entry door for health screening and building entry. • Classrooms and large teaching spaces have been reallocated to allow for physical distancing and to control the number of contacts among students. The school has implemented a modified block schedule to help control the number of class changes and student interactions per week. • Student lockers are assigned in a way that allows for contract tracing in the event of COVID exposure.. • Passing periods will be staggered to avoid hallway crowding and gathering. • Class size is at or below the capacity of each classroom, to maintain social distancing. • Students will remain with their classroom cohort for breaks and lunch. • Teachers and school counselors will hold daily office hours to provide additional learning support.
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1d. COHORTING

<ul style="list-style-type: none"> ☒ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☒ Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the Ready Schools, Safe Learners guidance). ☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. ☒ Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. 	<ul style="list-style-type: none"> • In order to provide for stable daily interaction among students, class sizes were reduced and a modified block schedule implemented • Individual tracing logs will be kept for each student and teacher. Logs will be reviewed at each class change after classroom attendance is taken. An additional log will be kept in the office for any adult who enters the building (maintenance staff, etc.) • All tracing logs will kept or at least a rolling four weeks, and will be shared with the LPHA immediately upon request. • Classes were relocated to specific areas of the school whenever possible to promote student distancing, including assigning bathrooms.
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<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers. <input checked="" type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. 	<ul style="list-style-type: none"> • Passing time allows enough time for teachers to sanitize their classroom between student groups. • Bathrooms will be sanitized regularly during the school day on established schedule. • Staff will sanitize upon entering and leaving the classroom, and between student groups. • All students will maintain access to general education, grade level learning standards, and peers. •
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1e. PUBLIC HEALTH COMMUNICATION

<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Develop a letter or communication to staff to be shared at the start of on-site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. <ul style="list-style-type: none"> • Consider sharing school protocols themselves. <input checked="" type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. <ul style="list-style-type: none"> • Consult with your LPHA on what meets the definition of “close contact.” <input checked="" type="checkbox"/> Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. <input checked="" type="checkbox"/> Provide all information in languages and formats accessible to the school community. 	<ul style="list-style-type: none"> • Campus and school level protocols have been explained to staff in a letter, along with in-person / virtual training prior to returning to the school building, as well as ongoing updates throughout the year. Detailed outlines of our reopening plan have been shared multiple times with staff, students and families, along with ongoing updates as plans develop and change. • Close contact emails will be issued upon discovery of exposure, in conjunction with requirements from the LPHA. • Information on confirmed COVID-19 cases will be appropriately shared with staff, families and the campus community via same-day emails, in conjunction with following the directives from the LPHA.
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1f. ENTRY AND SCREENING

<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> • Primary symptoms of concern: cough, fever or chills, shortness of breath, or difficulty breathing. • Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19, but are not enough in isolation to deny entry. More information about COVID-19 symptoms is available from CDC. • In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. • Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face ○ Other severe symptoms <input checked="" type="checkbox"/> Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. 	<ul style="list-style-type: none"> • Symptoms of COVID-19, along with stay home directives have been issued to staff and families so individuals can pre-screen before coming into the school. • No bussing is used at our school. Students/staff will self-screen for symptoms upon arrival at school. • We will follow all requirements from LPHA regarding restricting attendance for students or staff who are known to have been exposed. • We will establish a baseline for students and staff who have chronic cough and work with the LPHA if the symptoms are unable to be controlled or worsen. • Sanitizer will be required upon entry for all, and a sink with soap is available in most classrooms to encourage hand washing. Hand sanitizer is available at the entry to each classroom and throughout the school.
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<ul style="list-style-type: none"> • Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the Ready Schools, Safe Learners guidance) and sent home as soon as possible. • They must remain home until 72 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. <p><input checked="" type="checkbox"/> Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days.</p> <p><input checked="" type="checkbox"/> Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.</p> <p><input checked="" type="checkbox"/> Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</p>	
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1g. VISITORS/VOLUNTEERS

<p><input checked="" type="checkbox"/> Restrict non-essential visitors. Only allow visitors if six feet of physical distance between all people can be maintained.</p> <p><input checked="" type="checkbox"/> Visitors must wash or sanitize their hands upon entry and exit.</p> <p><input checked="" type="checkbox"/> Visitors must wear face coverings in accordance with local public health authority and CDC guidelines.</p> <p><input checked="" type="checkbox"/> Screen all visitors for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.</p>	<ul style="list-style-type: none"> • Visitors/volunteers will be limited, and only permitted if social distancing can be maintained. • Visitors must wear face coverings, and sanitize upon arrival/departure. • All visitors will be screened for symptoms and restricted when required.
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1h. FACE COVERINGS, FACE SHIELDS, AND CLEAR PLASTIC BARRIERS

<p><input checked="" type="checkbox"/> Face coverings or face shields for:</p> <ul style="list-style-type: none"> • Staff who are regularly within six feet of students and/or staff <ul style="list-style-type: none"> ○ This can include staff who support personal care, feeding, or instruction requiring direct physical contact. ○ Staff who will sustain close contact and interactions with students. • Bus drivers. • Staff preparing and/or serving meals. <p><input checked="" type="checkbox"/> Face shields or clear plastic barriers for:</p> <ul style="list-style-type: none"> • Speech Language Pathologists, Speech Language Pathology Assistants, or other adults providing articulation therapy. • Front office staff. <p><input checked="" type="checkbox"/> Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role.</p> <p><input checked="" type="checkbox"/> Students who choose not to wear face coverings must be provided access to instruction.</p> <p><input checked="" type="checkbox"/> ADA accommodations: If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.</p>	<ul style="list-style-type: none"> • Staff will be provided with face shields and masks and be required to wear the face coverings throughout the day. • Students will be required to wear face coverings, except while eating or when participating in outdoor P.E. classes. • Staff assisting students who may be ill, or who need to be in close contact, are required to wear face coverings and other required PPE. • Staff members who are unable to wear face coverings will work with the HR department to limit proximity and exposure when applicable.
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1i. ISOLATION MEASURES

<ul style="list-style-type: none"> ☒ Protocols for surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day. ☒ Protocols for assessment of students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. <ul style="list-style-type: none"> • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. • 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. ☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. <ul style="list-style-type: none"> • School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space, and hands washed after removing PPE. • If able to do so safely, a symptomatic individual should wear a face covering. • To reduce fear, anxiety, or shame related to isolation, provide clear explanation of procedures, including use of PPE and handwashing. ☒ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility. ☒ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. <ul style="list-style-type: none"> • Symptomatic staff or students should seek COVID-19 testing from their regular physician or through the local public health authority. • If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. <ul style="list-style-type: none"> ○ Alternatively, a person who had a positive viral test may return to school when they have received two subsequent negative COVID-19 viral tests at least 24 hours apart and 72 hours have passed since fever is gone, without use of fever reducing medicine, and other symptoms are improving • If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 72 hours after fever is gone, without 	<ul style="list-style-type: none"> • Students and staff will self-screen upon arrival at school, as well as visual screening of students by teachers throughout the day. Staff is trained on monitoring for additional symptoms. Students who show symptoms upon arrival will be sent home immediately before their parents depart. Students who present with symptoms throughout the day will be isolated until a parent/guardian picks them up. There are multiple locations for isolation. Rapid COVID-19 tests will be administered to ill students following OHA guidelines. • The school is participating in surveillance COVID-19 screening using the rapid tests made available through OHA. A designated staff member has completed the mandated training to administer the rapid tests. Only on-site individuals will be tested, and only with parent consent. • Students needing medication throughout the day will receive medications in their stable cohort room, by trained office/administrative staff. • Staff who report symptoms will be required to stay home, or go home immediately (if present at school). If appropriate, rapid COVID-19 tests may be administered to ill staff members following OHA guidelines. Students who become ill or develop symptoms will immediately go to an isolation area, with a staff member to supervise, who is wearing required PPE. • Parents will be required to pick up ill students. We will contact emergency contacts for staff who are unable to transport themselves. For staff and/or students who are seriously ill, medical personal will be requested via 911, if necessary. • Students and staff exhibiting symptoms of COVID-19 will be sent home and advised to contact their health care provider or county health department, for an initial or follow-up COVID test, as appropriate: <ul style="list-style-type: none"> ○ If the test result is negative, the individual may return to school after being fever free for 24 hours without medication; ○ If the test result is positive or the individual does not get tested, s/he may return to school after 10 days and being fever free for 24 hours without medication. • We will maintain a log of sick staff and students, as well as the requirements for how long they must remain out. These will be communicated to them or their parents, and affirmed that they have completed the requirement upon their return, along with a visual and thermometer safety check, before being allowed to re-enter the school. • Local pediatricians can be consulted if needed, to assist in thorough management of how long to remain out of school requirements.
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<p>use of fever reducing medicine, and other symptoms are improving.</p> <ul style="list-style-type: none"> • If they do not undergo COVID-19 testing, the person should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. <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> <p><input checked="" type="checkbox"/> Record and monitor the students and staff being isolated or sent home for the LPHA review.</p>	
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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 higher risk activities (see section 5f of the *Ready Schools, Safe Learners* guidance).

2a. ENROLLMENT

<p><input checked="" type="checkbox"/> Enroll all students following the standard Oregon Department of Education guidelines.</p> <p><input checked="" type="checkbox"/> Do not disenroll students for non-attendance if they meet the following conditions:</p> <ul style="list-style-type: none"> • Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or • Have COVID-19 symptoms for 10 consecutive school days or longer. <p><input checked="" type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.</p>	<ul style="list-style-type: none"> • Students will be enrolled per ODE guidelines. • Students will not be disenrolled for attendance if they are high risk, or have had symptoms of COVID-19. • Students who must remain home for a period of time due to COVID may utilize livestream from home, along with content in their Google classroom.
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2b. ATTENDANCE

<p><input checked="" type="checkbox"/> On-Site school students: Full-time and part-time students follow normal reporting policy and procedures.</p> <p><input checked="" type="checkbox"/> Full-Time Online and/or Hybrid school students: Full-time students who are enrolled in school and taking online and/or hybrid courses only are reported on an FTE basis using a standard record (ADMProgTypCd = 01) as identified in the Oregon Cumulative Average Daily Membership (ADM) Manual. This is an existing policy previously used in the online setting. As such, there should not be any need to reprogram student information systems to accommodate for this change and the addition of the hybrid setting.</p> <ul style="list-style-type: none"> • Note: Because the students in the online and/or hybrid setting do not regularly attend classes at the district facilities, the standard procedures for recording student days present and days absent cannot be effectively applied to those students. This will reduce accuracy of attendance data for the state while this is in effect. • For the purposes of this section, please use the following definition and clarification: Online and/or Hybrid Check- 	<ul style="list-style-type: none"> • Students will be considered present if they are present at school physically, or are participating via livestream. Attendance will be marked in Power School. • Students participating in on-line instruction must be present online to be marked present. • We do not enroll part-time students.
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<p>in: The responsibility of taking attendance must be performed by the teacher of record. “Check-ins” with appropriately licensed instructional staff are two-way communications between the student and the teacher. A check-in does not include a student leaving a message on an answering machine or sending an email that does not receive a response from the appropriately licensed instructional staff by the end of the next school day.</p> <ul style="list-style-type: none"> • The student must check-in at least twice a week with their teacher(s) of record on at least two separate weekdays in order to be counted as present for all five days of that week. • If the student only checks in once during the week, the student must be counted as absent for half of the scheduled week (2.5 days, if there are 5 days scheduled in the week). • The student must be counted as absent for the entire week (5 days, if there are 5 days scheduled in the week) if they do not report in at all during the week. • Note: If a district schedule is based on a 4-day school week, the student would still need to check in twice a week as described above in order to be counted as present for the entire week (4 days) and once a week to be counted as present for half of the week (2 days). • Days in attendance may not be claimed for days in which the student did not have access to appropriately licensed instructional staff. The purpose of the rule regarding checking in with the teacher of record is to assure that the teacher can evaluate whether the student is making adequate progress in the course and the student has additional guaranteed opportunities to engage with a teacher. The responsibility of taking attendance must be performed by the teacher of record, not another staff member (e.g., the registrar or school secretary). <p><input checked="" type="checkbox"/> Part-time students receiving online and/or hybrid instruction (not college courses): Students who are not enrolled full-time and are taking online and/or hybrid courses offered by the school district or charter school are reported as large group instruction (program type 4), unless they are an ESD-registered homeschooled or private school student receiving supplemental coursework in public school, which are reported as shared time (program type 9). The district may count up to 1 hour per day per course taken, provided appropriately licensed teachers for the coursework taken, are available and accessible to the student during regular business hours on each school day to be claimed. Because this is online and/or hybrid instruction, attendance is based on check-ins with the student’s appropriately licensed teacher(s) of record at least two times (on different days) during the school week.</p>	
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2c. TECHNOLOGY

<p><input checked="" type="checkbox"/> Update procedures for district-owned devices to match cleaning requirements (see section 2d of the Ready Schools, Safe Learners guidance).</p> <p><input checked="" type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.</p>	<ul style="list-style-type: none"> • Students and teachers all have school-issued laptops as part of the school’s one-to-one MacBook program. • Any shared devices will be disinfected after student use by the classroom teacher.
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2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

<ul style="list-style-type: none"> ☒ Handwashing: All people on campus should be advised and encouraged to wash their hands frequently. ☒ Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. ☒ Events: Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. ☒ Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. ☒ Personal Property: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner. 	<p>Handwashing:</p> <ul style="list-style-type: none"> ● Handwashing is available in most classrooms, and many offices. ● Signage will be displayed throughout classrooms and offices encouraging handwashing. ● Sanitizer will be available when handwashing is more difficult (i.e. classrooms and offices without sinks) as well as sanitizing stations being placed throughout the school/ at the entrance to each classroom. <p>Equipment:</p> <ul style="list-style-type: none"> ● All equipment will be disinfected after use by the staff member who uses it (computers, ELMOs, screens, etc.) <p>Events:</p> <ul style="list-style-type: none"> ● All in-person events will be conducted according to current state & county mask / social distancing standards, or held virtually, or postponed / canceled. ● Transitions/Hallways: Passing periods will be staggered to avoid hallway crowding and to support contact tracing. ● Student lockers are assigned in a way that allows for contact tracing in the event of COVID exposure. <p>Personal Property:</p> <ul style="list-style-type: none"> ● Personal property will be labeled prior to entering school and will remain with the person throughout the day, or in locker. Personal items will not be shared.
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2e. ARRIVAL AND DISMISSAL

<ul style="list-style-type: none"> ☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☒ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Develop sign-in/sign-out protocol to help facilitate contact tracing: <ul style="list-style-type: none"> ● Eliminate shared pen and paper sign-in/sign-out sheets. ● Ensure hand sanitizer is available if signing children in or out on an electronic device. ☒ Install hand sanitizer dispensers 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. 	<ul style="list-style-type: none"> ● School entrance and exit procedures ensure social distancing, square footage and disinfecting. Staff will be responsible for monitoring during transitions. ● . ● Students will be assigned specific doors to enter/exit to maintain social distancing. ● Student attendance will be taken at the beginning of each class period throughout the day. ● Sign in and out logs will be maintained on a shared Google doc and not with pen/paper. Each staff member will use their own device so as not to share. ● Sanitizer will be available at all entry doors and throughout the school. ● Drop off and pick up for student appointments will be done via a parent car, and only by walk-up when necessary. Parents will remain outside the building.
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2f. CLASSROOMS/REPURPOSED LEARNING SPACES

<ul style="list-style-type: none"> ☒ Seating: Rearrange student desks and other seat spaces to at least six feet apart; assign seating so students are in the same seat at all times. ☒ Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. ☒ Handwashing: Remind students through signage and regular reminders from staff of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of and hands washed or sanitized immediately. <ul style="list-style-type: none"> ● Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. 	<ul style="list-style-type: none"> ● Seating: Students will be assigned a desk that they will use throughout the class period. Desks are three feet apart, or less, from another desk and students will not change desks. Desks will be sanitized between each use. ● Materials: Students will use their own materials when possible, and they will be stored in their personal school bag and locker. ● Handwashing: Students will be trained in proper handwashing, and signage will be displayed in classrooms/restrooms. They will also be trained in respiratory etiquette. Tissues will be available in each classroom.
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2g. PLAYGROUNDS, FIELDS, RECESS, AND BREAKS

<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"/> Students must wash hands before and after using playground equipment. <input checked="" type="checkbox"/> Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect between sessions and between each group’s use. <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 between cohorts. 	<ul style="list-style-type: none"> • Campus grounds and athletic facilities are limited to school use only. • Large spaces and outdoors will be used for P.E. classes to ensure social distancing. • All class sizes, including P.E., follow the requirement for three feet of social distancing between students. • Any athletic equipment that is used will be disinfected between cohort use. • At this age level, recess and playgrounds are not applicable. • Student break time and lunch has been staggered and students are assigned to specific classrooms/other spaces to allow for physical distancing and maintain stable groups.
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2h. MEAL SERVICE/NUTRITION

<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Include meal services/nutrition staff in planning for school reentry. <input checked="" type="checkbox"/> Staff serving meals must wear face shields or face covering (see section 1h of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Students must wash hands before meals and should be encouraged to do so after. <input checked="" type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed. <input checked="" type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. <input checked="" type="checkbox"/> Adequate cleaning of tables between meal periods. 	<ul style="list-style-type: none"> • Kitchen staff has been trained in COVID-related precautions. • Staff serving meals will wear face coverings. • Students will be required to wash hands or use sanitizer before meals, and encouraged to do so after as well. • All lunch items will be disposable. • Students will have meals in their cohort classrooms, and desks will be cleaned after eating. • 3 feet of distance (and 6 feet of distance when possible) will be maintained between students when eating.
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2i. TRANSPORTATION

<ul style="list-style-type: none"> <input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service. <input type="checkbox"/> Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. <ul style="list-style-type: none"> • If a student displays symptoms, provide a face shield or face covering and keep student at least six feet away from others. Continue transporting the student. <ul style="list-style-type: none"> ○ If arriving at school, notify staff to begin isolation measures. ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. <input type="checkbox"/> Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. <input type="checkbox"/> Drivers wear face shields or face coverings. <input type="checkbox"/> Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while 	<ul style="list-style-type: none"> • We do not have busses. Parents will drop off or students drive themselves. Students will self screen before entering school, and staff is trained to monitor for additional symptoms. Students who show symptoms upon arrival will be sent home immediately before their parents depart
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loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).	

2j. CLEANING, DISINFECTION, AND VENTILATION

<ul style="list-style-type: none"> ☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, 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, restrooms, and playgrounds. ☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ☒ Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. For example, do not use fans if doors and windows are closed and the fans are recirculating the classroom air. ☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. ☒ Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces). ☒ Air circulation and filtration are helpful factors in reducing airborne viruses. 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). 	<ul style="list-style-type: none"> • School staff will frequently clean surfaces inside the classroom and outdoor teaching spaces during the school day. School custodial staff will clean restrooms and high frequency touch points throughout the day. • Staff will follow manufacturer instructions when using disinfecting products. • Ventilation systems will be in operation at all times. Windows and doors will be open when feasible and fans may be utilized when appropriate to further assist with air flow and ventilation. • We will look into increasing ventilation in rooms where students have specific health care needs. • In addition to daytime cleaning protocols, an evening custodial crew will clean and disinfect the school after each school day. • During summer 2020, the ventilation systems in all buildings/classrooms were inspected by a licensed HVAC contractor and repaired when necessary, to ensure that the fresh air exchange rate meets or exceeds the design specifications for these systems.
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2k. HEALTH SERVICES

<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. ☒ 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; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC). 	<ul style="list-style-type: none"> • Sick students will be isolated at school. Students who experience symptoms or who are placed in quarantine must stay home. Teachers will support students to keep up with their academic studies. Students who are sick (COVID or other illnesses) will not be expected to do school work and extended time will be given to catch up once they are able to return to school. We will collaborate with health professionals in regard to health services.
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3. Response to Outbreak

3a. PREVENTION AND PLANNING

<ul style="list-style-type: none"> ☒ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. ☒ Establish a specific emergency response framework with key stakeholders. 	<ul style="list-style-type: none"> • This Operational Blueprint for School Reentry has been prepared through consultation with our LPHA representative and with input from community health care professionals.
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<input checked="" type="checkbox"/> When new cases are identified in the school setting, and the incidence is low, the LPHA will provide a direct report to the district nurse, or designated staff, on the diagnosed case(s). Likewise, the LPHA will impose restrictions on contacts.	<p>Communication channels with these partners will remain intact.</p> <ul style="list-style-type: none"> The school updated its Communicable Disease Management Plan and COVID-19 Specific Communicable Disease Control Addendum in July 2020. This document outlines our specific emergency response framework. The school will follow all guidance and directives of the LPHA.
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3b. RESPONSE

<input checked="" type="checkbox"/> Follow the district’s or school’s outbreak response protocol. Coordinate with the LPHA for any outbreak response. <input checked="" type="checkbox"/> If anyone who has been on campus is known to have been diagnosed with COVID-19, report the case to and consult with the LPHA regarding cleaning and possible classroom or program closure. <input checked="" type="checkbox"/> Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students. <input checked="" type="checkbox"/> When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district. <input checked="" type="checkbox"/> Modify, postpone, or cancel large school events as coordinated with the LPHA. <input checked="" type="checkbox"/> If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students. <input checked="" type="checkbox"/> Continue to provide meals for students. <input checked="" type="checkbox"/> Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families.	<ul style="list-style-type: none"> The outbreak response protocol outlined in our Communicable Disease Management plan will be utilized for any outbreak. Any known COVID-19 diagnoses on the campus will be reported to the LPHA. We will follow any requirements to close cohort groups or the school as a whole. Clusters of illness will be reported to the LPHA. The school will rely on the LPHA to initiate and direct our response team if an increase in cases is identified in the local region. All in-person events will be conducted according to current state & county mask / social distancing standards, or held virtually, or postponed.. A Distance Learning Plan will be utilized for any transition to distance learning, short or long term. Meals are not provided to students during closure (as a private school, meal service is not required). Upon closure, we will communicate with families the intended timeline and criteria to be met, as discussed with the LPHA. The Distance Learning Plan will support all students and families and provide for individual differences as needed.
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3c. RECOVERY AND REENTRY

<input checked="" type="checkbox"/> Plan instructional models that support all learners in Comprehensive Distance Learning. <input checked="" type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. <input checked="" type="checkbox"/> Communicate with families about options and efforts to support returning to On-Site instruction. <input checked="" type="checkbox"/> Follow the LPHA guidance to begin bringing students back into On-Site instruction. <ul style="list-style-type: none"> Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools. 	<ul style="list-style-type: none"> Families have been notified of the school’s plans to return to on-site learning. We have followed all requirements from the LPHA to reopen the school using plans that have been adapted from our initial return to school plan, which take into account current conditions regarding the presence of COVID in the local community.
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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.

This section does not apply to private schools.

- We affirm that our school plan has met the requirements from ODE guidance for sections 4, 5, 6, 7, and 8 of the **Ready Schools, Safe Learners** guidance.
- We affirm that we cannot meet all of the ODE requirements for sections 4, 5, 6, 7 and/or 8 of the **Ready Schools, Safe Learners** guidance at this time. 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.

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.