



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!



Redmond School District 2-12-21

OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

(HUGH HARTMAN ELEMENTARY)

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:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Hugh Hartman Elementary
Key Contact Person for this Plan	Lisa Burgher
Phone Number of this Person	(541) 923-8900
Email Address of this Person	lisa.flora@redmondschools.org
Sectors and position titles of those who informed the plan	Lisa Flora-Burgher, Principal Ansel Evans School Counselor Jodie Greener Office Manager Katie Hasenoehrl, Kindergarten DL teacher Mila Mennealy Kindergarten DL teacher Madeline Whitsel, 1st grade DL teacher Joel Bleakney, 1st grade teacher

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.

	<p>Jan White, Title 1 teacher Karla Traxler 2nd DL teacher Claudia Hernandez 2nd DL teacher Colleen Oliver 3rd DL teacher Leigh Anne Jinings 3rd grade teacher Daisy Olivera 3rd DL teacher Lisa Baertlein SPED teacher Sarah Woods ELD teacher</p> <p>District Level Dept. Leads: Charan Cline, Superintendent Linda Seeberg, Executive Director of Academic Programs Tony Pupo, Executive Director of Operations Karen Jordan, Executive Director of Student Services Tracie Renwick, Director of Human Resources Chris Morton, Director of School Improvement Mike Nye, Asst. Director of Instructional Technology Lance McMurphy, Nutrition Services Director Kathy Steinert, Director of Fiscal Services Tami Nakamura, Director of Student Support Kim Kirk, BSN RN, School Nurse</p>
Local public health office(s) or officers(s)	<p>Heather Kaisner, MS Public Health Manager Deschutes County Health Services (541) 617-4705 Heather.Kaisner@deschutes.org Communicable Disease Line: 541-322-7418</p> <p>https://www.oregon.gov/oha/PH/PROVIDERPARTNERRESOURCES/LOCALHEALTHDEPARTMENTRESOURCES/Documents/Deschutes.pdf</p>
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Lisa Flora-Burgher, Principal
Intended Effective Dates for this Plan	September 2020
ESD Region	High Desert 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.

We are using a combination of surveys and live virtual meetings to gather input from parents and staff that is used to help shape our planning for reentry. Our Community Liaisons reach out personally to each of our Spanish-speaking families to provide support for their participation in the surveys. We also have a Ready Schools Steering Team Mtg. which includes both staff and community representation. We meet virtually with this team every other week to provide planning updates, gather feedback and answer questions.

In considering plans for K-5 students, our district has prioritized a full return for all students once we shift to onsite learning. At the heart of this decision, we are strongly considering the needs of our students in focal groups (Students with IEPs, English Language Learners, students experiencing homelessness), who are disproportionately impacted by the time away of onsite instruction.

Hugh Hartman school has established a parent advisory group with representation from Dual Language families and others who represent the student population. This team meets regularly and feedback from the team is used in establishing plans and protocols.

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/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) 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.

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

NOTE: *Our initial plan for K-5 reentry was for on-site/hybrid learning. Due to not meeting the metrics in place at the start of the school year (see below), we began the school year in a Comprehensive Distance Learning model. In the case that Deschutes County might meet the metrics for three weeks in a row, we plan to pivot to on-site instruction. Therefore we need to be prepared for both models. This blueprint reflects that.*

[Complete after June 30, 2020 when Comprehensive Distance Learning Guidance is released by ODE.] Describe how your school's model aligns to the Comprehensive Distance Learning Guidance.

Redmond's Comprehensive Distance Learning (CDL) model will be distinctively different than what was offered in the Spring. Redmond School District Comprehensive Distance Learning model:

- Using *Canvas* Learning Management System, students will log into one single portal for their daily coursework and communication with teachers, providing predictable schedules and routines.
- Redmond School District teachers will teach courses with graded assignments and course grades. Progress will be monitored and feedback provided.
- Attendance for students will be taken daily.
- Redmond School District teachers will use a standards-based comprehensive curriculum by Florida Virtual School, which is specifically designed for online learning. RSD teachers will use this curriculum for both on-site and online learning to ensure consistency when students transition back to the classroom. Teachers also have the ability to customize the curriculum based on their students' needs.
- Daily instruction from the teacher (live or recorded) will keep students strongly connected to teachers and classmates.
- Students will also have opportunities to get individual support from their teachers as needed.
- Clarity will be provided around attendance and participation.
- Greater family engagement and partnership.

If you are interested in learning more about Canvas, you can watch these helpful videos:

- Canvas parent overview video: <https://youtu.be/t-5sWZODhY8>
- Canvas overview video: <https://youtu.be/7tdrDiVSyLA>

The district will also provide services for students on IEPs and those with 504 plans. These individualized supports will be integrated into the Comprehensive Distance Learning model. The Oregon Department of Education will release guidance for Special Education on August 11th, with specific information regarding students on IEPs. Special Education teachers and staff members will reach out to families as we get closer to the beginning of school to provide individualized support.

Families and students who choose to participate in our **Full-Time Online** as a more permanent or long-term option will use the same Canvas platform and Florida Virtual School curriculum as well. These students will continue learning online regardless of state metrics and the status of in-person instruction. This program is also taught by Redmond School District teachers and uses the same resources, but will be online for the entire school year.

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.

With the updated Jan. 19th metrics and the change to "advisory" status, the decision was made to return all Redmond schools to on-site learning the week of Feb. 22, 2021. The routines and structures lined out below will guide the work to keep students and staff safe.

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

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
<p><input checked="" type="checkbox"/> Conduct a risk assessment as required by OSHA administrative rule OAR 437-001-0744(3)(g).</p> <ul style="list-style-type: none"> OSHA has developed a risk assessment template. <p><input checked="" type="checkbox"/> Implement measures to limit the spreads of COVID-19 within the school setting.</p> <p><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.</p> <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. <p><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.</p> <p><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.</p> <p><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.</p>	<p>Redmond School District Communicable Disease Plan Oregon School Nurse's COVID-19 Toolkit</p> <p>Hugh Hartman has an anonymous suggestion box for all staff. The box is centrally located and checked weekly.</p>

- 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.
- Protocol to notify the local public health authority ([LPHA Directory by County](#)) of any confirmed COVID-19 cases among students or staff.
- Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.
- Process to report to the LPHA any cluster of any illness among staff or students.
- Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner.
- Protocol for screening students and staff for symptoms (see section 1f of the **Ready Schools, Safe Learners** guidance).
- Protocol to isolate any ill or exposed persons from physical contact with others.
- Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the **Ready Schools, Safe Learners** guidance).
- Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official.
 - 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, 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).

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><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> <p>Medically Fragile, Complex and Nursing-Dependent Student Requirements</p> <p><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:</p>	<p>District Protocols:</p> <p>All staff and students are given the opportunity to self-identify as vulnerable or living with a vulnerable family member.</p> <ul style="list-style-type: none"> • Student Services Dept. will reach out to families of medically fragile students with a separate survey of need • Nurses will review and update medical protocols specific to Covid-19.

1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.
2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.
3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.

☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:

- Communicate with parents and health care providers to determine return to school status and current needs of the student.
- Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.
- Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.
- The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the [Oregon School Nurses Association](#).
- Service provision should consider health and safety as well as legal standards.
- Appropriate medical-grade personal protective equipment (PPE) should be made available to [nurses and other health providers](#).
- Work with an interdisciplinary team to meet requirements of ADA and FAPE.
- High-risk individuals may meet criteria for exclusion during a local health crisis.
- Refer to updated state and national guidance and resources such as:
 - US Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools

Staff (Plan includes bus drivers, classified, and limited teachers self identifying with Human Resources):

- Redeployed staff members assigned to on-line instructional support, work tasks without in-person contact, (i.e., maintenance projects, office work), or leave options.

Students (All students identified as vulnerable, either by a physician, or parent/guardian notification, will be enrolled in online instruction with weekly check-ins):

- Students who experience disability will continue to receive specially designed instruction.
- Students with language services will continue to receive English Language Development.

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.

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies to professional development and staff gatherings. If implementing Learning Outside guidance, establish an outside learning space for learning that maintains minimum 35 square feet per person.</p> <ul style="list-style-type: none"> ● Within this design, educators should have their own minimum of 35 square feet and the design of the learning environment must allow for some ability for the educator to move through the room efficiently and carefully without breaking 6 feet of physical distance to the maximum extent feasible. <p><input checked="" type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining at least six feet between individuals to the maximum extent possible.</p> <p><input checked="" type="checkbox"/> Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.</p> <p><input checked="" type="checkbox"/> Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).</p>	<p>District Protocol:</p> <ul style="list-style-type: none"> ● Consistent Classroom Set Up in all RSD Instructional Spaces: <ul style="list-style-type: none"> ○ Arrange and assign seating to maximize physical distancing and minimize physical interaction. ○ Remove extra furniture to make more room. ○ Remove fabric-covered furniture and classroom rugs. ● Special education services will be planned and provided by Case Manager in collaboration. Most SDI will be provided in co-taught lessons with special education and general education staff. Review itinerant staff services to maintain physical distancing. If physical distancing cannot be maintained with direct services, the IEP team will convene to determine appropriate next steps. ● For any small group instruction or service (e.g., Special Ed., Title IA, ELD, Counselor, Mental Health Provider, Speech/Language Pathologist, etc.): one space in designated area/room for small cohort group (w/ distancing and facial covering requirements). Ensure that student access to small group instruction or service does not exceed cohort requirements. <p>School Team Input:</p>

- ☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.
- ☒ Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.

- Classrooms meet 35 square feet per person**
- Eliminate all soft furniture and non-essential furniture to maximize usable square footage
 - All classrooms that are close to meeting or exceeding square footage requirements are in classrooms with adjoining doors.
 - Specialists, other classroom teachers and IA's support small groups of students in the adjoining classroom. Depending on the service, teacher or specialist may rotate to multiple classrooms
 - ELD services
 - STEAM Teacher
 - Small group reading instruction
- Student instruction on distancing protocols**
- Visuals on floors in classrooms, areas that require waiting, and all common areas to clearly mark traffic flow throughout the school.
 - Transitions occur outside of the building to ensure cohorts do not interact or transitions are staggered. Students are released one student at a time with exiting the classroom
 - 10 minute transition time between recess and PE is reflected in the master schedule
 - One cohort in the hallway at a time.
 - Visuals to support social distancing in classroom, through the building and outside the building.
 - Students are taught and retaught social distancing protocols for all areas in the school with posted visuals to reinforce desired behavior.
 - Consistent communication through school and expectations sent home prior to school starting.
 - Traffic flow routines modeled and practiced
 - School Counselor supports small groups of students as needed in their classroom or within a cohort as needed
 - Distancing games researched and taught
 - PE teacher teaches recess activities for each grade level for the 1st two weeks of school.
 - IA's teach and support social distancing games/activities during recess

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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. 	District Protocol: <ul style="list-style-type: none"> ● Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. ● The requirement to limit student cohorts to 100 or less <i>does not include</i> such things as transportation on school buses, childcare, or extracurricular

☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week^[1], unless the school is offering Learning Outside, then they must follow guidelines for cohorting in Learning Outside guidance. Schools must plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. Cohorts may change week-to-week, but must be stable within the educational week.

[1] The cohort limit is focused on the students experience and their limit of 100 people includes every person they come into contact with, including staff. There is not a limitation for staff in cohort size while care should be given to design and attention to the additional requirements.

☒ 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.

☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers.

☒ Minimize the number of staff that interact with each cohort to the extent possible, staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.

☒ Elementary staff who interact with multiple cohorts (music, PE, library, paraprofessionals who provide supervision at recesses, etc.) should have schedules altered to reduce the number of cohorts/students they interact within a week. Consider having these staff engage via technology, altering duties so that they are not in close contact with students in multiple cohorts, or adjust schedules to reduce contacts.

- activities but does include lunch and recess.
- Where feasible, schools will establish stable cohorts. Cohort groups will be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff.
- When feasible, stable cohorts should remain in one classroom environment for the duration of the learning day, including lunch. Teachers of specific academic content areas will rotate instead of students to the maximum extent possible.
- Staff who interact with multiple stable cohorts will wash or sanitize their hands between interactions with different stable cohorts or individual students and wear face coverings.
- We will use the Synergy SIS as our Contact tracing protocol log. This will track student movement.
- Staff Contact Tracing: [Contact tracing protocol logs](#)

School Team Input:

Hugh Hartman Cohort

Cohorting strategies- Each grade level is located in separate wings. To the extent possible students will only have access to their wing.

- Kindergarten green wing
- 1st grade yellow wing
- 2nd grade magenta wing
- 3rd grade blue wing
- Each grade level will have their own entry and exit.
- Students will report directly to class upon arrival.
- Grade level traffic flow maps and PE schedule ensure cohorts never cross paths.
- 10 minute transition time between recess and PE
- To the extent possible all services will occur within their grade level wings or within the classrooms.
 - All students will have access to their general education classroom.
- Cleaning and wiping surfaces (e.g., desks, door handles, etc.) between student uses, even in the same cohort.
- Staff who interact with multiple stable cohorts wash/sanitize their hands between interactions with different stable cohorts.
- Bathrooms are cleaned frequently throughout the day
- Door handles are washed after arrival
- Bathroom school wide protocol teaches one student on each side of the bathroom at a time.
- Hand sanitizing stations are located on the outside of every bathroom

- Hand Washing protocols are taught and visuals are posted to support hand washing routine.
- East and West sides of the campus are accessed for recess. The fields, basketball and play structures are sectioned into 6 recess zone. Each class plays in one section of the playground. These areas are clearly marked with visuals. There is a designated path outside of the play areas for students who need to access the bathroom to ensure students from different classes/cohorts never cross paths.
- Transition time between recesses to minimize interactions between cohorts
- Bilingual Videos for each grade level entry/exit points and for parents and staff to ensure grade levels enter and exit from their designated wing.
- Pre-K students enter exterior classroom doors upon arrival
- Students riding the bus exit building with their teacher and are organized into bus lines outside.
- Staff members who have contact with multiple cohorts in one week will take extra precautions to clean before and after each cohort exposure.
- PE will occur outside. When PE happens inside students will utilize the entire gym space that can accommodate 97 students when considering the 35 square feet per person. No more than 26 students or staff will be in the gym at a time.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><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.</p> <p><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.</p>	<p>District Protocol:</p> <ul style="list-style-type: none"> ● The district safety committee (w/school nurse) will develop communication to staff, students and families on the infection control measures being implemented to prevent spread of disease (see communicable disease plan) ● The district safety committee (w/school nurse) will develop protocols for communicating with anyone who has come into close/sustained contact with a confirmed case or when a new case has been confirmed and how the district is responding. <ul style="list-style-type: none"> ○ The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). ● The district safety committee (w/school nurse) will update communicable disease plan with communication protocols. <p>School Team Input:</p>

<ul style="list-style-type: none"> ☒ Post “COVID -19 Hazard Poster” and “Masks Required” signs as required by OSHA administrative rule OAR 437-001-0744(3)(d) and (e). ☒ Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19. <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. ☒ Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. ☒ Provide all information in languages and formats accessible to the school community. 	<ul style="list-style-type: none"> ● Nurses share infection control measures w/ staff ● Nurses work with principals to determine when and to whom communications are distributed ● Nurse will work directly with the school district COVID team and principal for communication to staff, students and families. ● All communication will be translated in Spanish <ul style="list-style-type: none"> ○ English and Spanish template pre-created
--	--

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> ● Primary symptoms of concern: cough, fever (of greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. ● Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, new 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 9-11 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 (lighter skin); greyish lips or face (darker skin) 	<p style="background-color: yellow;">District Protocol:</p> <p>Screening Students:</p> <ul style="list-style-type: none"> ● The classroom teacher will conduct a visual screen for the appearance of symptoms. ● When the screening indicates that a student may be symptomatic; support is called*Follow established protocol from CDP (see section 1a). ● Handwashing stations or hand-sanitizers will be placed by each entrance prior to student entrance to classes, or students will utilize classroom stations to wash hands. Handwashing will take place prior to and after any transition. ● There are transportation specific screening protocols that must be followed. See section 2i for more information. <p>Screening Staff:</p> <ul style="list-style-type: none"> ● Staff are required to report when they may have been exposed to COVID-19. ● Staff are required to report when they have symptoms related to COVID-19. ● Staff members are not responsible for screening other staff members for symptoms. ● Staff members can self-screen and attest to their own health. <p>Ongoing: Reminders to parents to report actual symptoms when</p>

<ul style="list-style-type: none"> ○ Other severe symptoms ☒ Diligently screen all students and staff for symptoms on entry to bus/school/outside learning space every day. This can be done visually as well as asking students and staff about any new symptoms or close contact with someone with COVID-19. For students, confirmation from a parent/caregiver or guardian can also be appropriate. Staff members can self-screen and attest to their own health, but regular reminders of the importance of daily screening must be provided to staff. <ul style="list-style-type: none"> ● Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <i>Ready Schools, Safe Learners</i> 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 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. 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. 	<p>calling students in sick as part of communicable disease surveillance. Any student or staff known to have been exposed (e.g., by a household member) to COVID-19 shall not be allowed on campus until the passage of 14 calendar days after exposure and until symptoms (e.g., fever, cough, shortness of breath, sore throat, headache) are improving.</p> <p>Do not exclude staff or students who have a cough that is not a new onset or worsening cough (e.g., asthma, allergies, etc.) from school.</p> <p>Parents/guardians can provide information regarding existing conditions that cause coughing to be utilized for the purpose of screening, as previously existing coughs that are not worsening are not considered symptomatic of COVID-19.</p> <p>School Team Input:</p> <ul style="list-style-type: none"> ● Implement all district screening protocols. ● 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. ● Teachers will individually greet each student as they enter the classroom ● If a teacher notices a student does not appear to be feeling well upon arrival, the student will sit in a chair outside the classroom. An IA is assigned to each grade level wing to check to see if a child needs and the teacher will call for health support. Health support will report to the child and *follow established protocol from CDP (see section 1a). ● Health Support (school wide protocol)
--	--

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Restrict non-essential visitors/volunteers. <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>District Protocols:</p> <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. Adults in schools are limited to essential personnel only. ● Essential visitors/personnel include:

- ☒ 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.
- ☒ 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](#).

- Staff members (for example - itinerant staff, substitute teachers, and other district staff who move between buildings, etc.),
- Contracted service providers (for example - counseling services, maintenance, etc.)
- Partner providers (for example - student teachers, DHS Child Protective Services staff, Before/After School Care Partners, etc.)

School Team Input:

- HDES Pre-K are considered staff
- Restrict non-essential visitors. Only allow visitors if six feet of physical distance between all people can be maintained.
- Visitors must wash or sanitize their hands upon entry and exit.
- Visitors must wear face coverings in accordance with OHA and [CDC](#) guidelines.
- 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

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. Face shields are an acceptable alternative 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 	<p>District Protocol:</p> <ul style="list-style-type: none"> ● Face coverings or face shields for all staff and students K-12 following CDC guidelines for Face Coverings. ● All visitors are required to wear face coverings or face shields. ● RSD will remind staff and students that coverings that are worn should be washed daily or a new covering worn daily. ● Students who choose not to wear face coverings must not be disciplined or denied access to instruction. ● ODE guidance related to students receiving services under 504/IEP will be followed to process exceptions. <p>School Team Input:</p> <ul style="list-style-type: none"> ● Face coverings are required for all staff, students, visitors and volunteers. ● Face coverings will be provided for anyone who does not have one. ● Facial shields will only be used on a limited basis.

people need to see the student's mouth and tongue motions in order to communicate.

☒ Face coverings should be worn both indoors and outdoors, including during outdoor recess.

☒ Group mask breaks" or "full classroom mask breaks" are not allowed. If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:

- Provide space 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;"
 - Students must not be left alone or unsupervised; Designated area or chair must be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use;
- Provide additional instructional supports to effectively wear a face covering;
- Provide students adequate support to re-engage in safely wearing a face covering;
- Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.

☒ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses shall also wear appropriate Personal Protective Equipment (PPE) for their role. [Additional guidance](#) for nurses and health staff.

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

☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools must limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:

- Offering different types of face coverings and face shields that may meet the needs of the student.
- Spaces away from peers while the face covering is removed; students must not be left alone or unsupervised.

- Established protocols (using ODE guidance) will be in place for any student who chooses not to wear a mask, and for any student who requires an accommodation under IDEA or ADA.
- Classroom mask break are not an option
- If a student demonstrates the need to remove their mask for a short period of time, a sensory break within the classroom away from their peers will be provided. A break inside the classroom will be offered prior to offering a break outside the classroom.
- If a student demonstrates the need to remove their mask during recess, IA will designate a space away from peers for the student to remove their mask. The student stays in that location until they are ready to appropriately wear their mask.
- Face covering will be worn outside during PE, recess and outdoor learning opportunities
- Pre-k students will not be required to wear masks.

- 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:
 - 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.
 - Not make placement determinations solely on the inability to wear a face covering.
 - 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:
 - Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.
 - 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.

- Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.

☒ For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.

☒ If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools shall work to limit the staff member’s proximity to students and staff to the extent possible to minimize the possibility of exposure.

1i. ISOLATION MEASURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ 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>☒ 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.</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 	<p>District Protocol:</p> <ul style="list-style-type: none"> ● Redmond School District Communicable Disease Plan ● Each school principal (or designee) will connect weekly with school nurse on updates for plan and isolation measures taken to that point. ● All students who become ill at school with excludable symptoms will remain at school supervised by staff until parents can pick them up in the designated isolation area. Student will be provided a facial covering (if they can safely wear one). Staff should wear a facial covering and maintain physical distancing, but never leave a child unattended.

are not available, ensure that six feet distance is maintained. Do not assume they have the same illness.

- Consider required physical arrangements to reduce risk of disease transmission.
- Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.
- [Additional guidance](#) for nurses and health staff for providing care to students with complex needs.

☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.

- School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space, and hands washed after removing PPE.
- After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol.
- If able to do so safely, a symptomatic individual should wear a face covering.
- To reduce fear, anxiety, or shame related to isolation, provide 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.

- While exercising caution to maintain (ensure) safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family.
- Staff will maintain student confidentiality as appropriate.
- Daily logs must be maintained containing the following:
 - Name of students sent home for illness, cause of illness, time of onset, as per designated communicable disease surveillance logs
 - Name of students visiting the office for illness symptoms, even if not sent home, as per routine health logs
- Staff and students with known or suspected COVID-19 cannot remain at school. *Refer to OHA guidance for current protocols regarding quarantine and return to school.*

School Team Input:

- Defer to district Communicable Disease Management Plan for appropriate isolation determination and processes.
- Ill students will be isolated in the office conference room across from the Principal's office until they can be transported to home or a healthcare facility.

Refer to table in [“Planning for COVID-19 Scenarios in Schools.”](#)

- Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).
- Record and monitor the students and staff being isolated or sent home for the LPHA review.
- The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine.



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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Enroll all students (includes foreign exchange students) following the standard Oregon Department of Education guidelines. <input checked="" type="checkbox"/> The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: <ul style="list-style-type: none"> ● 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. 	<p>District Protocol (K-5):</p> <ul style="list-style-type: none"> ● Clearly articulate protocols/policies for enrollment/attendance (see guidance in next section)

- ☒ If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended.
- ☒ When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll.
- ☒ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.
- ☒ When a student has a pre-excused absence or COVID-19 absence, the school district must reach out to offer support at least weekly until the student has resumed their education.
- ☒ When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.

--	--

2b. ATTENDANCE

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 	<p style="background-color: yellow; margin: 0;">District Protocol:</p> <ul style="list-style-type: none"> ● RSD will update protocols following ODE Attendance Guidance (to be released on Aug. 11) ● Grades K-5: Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning). ● Grades 6-12: Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning). ● Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement

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.

expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.

- For On-Site Instructional Models, prior attendance and reporting practices are unchanged and should meet the requirements described in this section and can be informed by the recommendations presented.
- For any Hybrid Instructional Model or Comprehensive Distance Learning, ODE is establishing the following definitions and guidance: Attendance includes both participation in class activities and interaction with a licensed or registered teacher during a school day or interactions with educational assistants and paraprofessionals through teacher designed and facilitated processes. Interaction can be evidenced by any of the following or reasonable equivalents:
 - Participating in a video class;
 - Communication from the student to the teacher via chat, text message or email;
 - A phone call with the student, or, for younger students, with the parent;
 - Posting completed coursework to a learning management system or web-based platform or via email; or
 - Turning in completed coursework on a given day.
- When there is no evidence of student interaction during a 24-hour period surrounding a scheduled school day as described, students are reported as absent. A day present for attendance may not be claimed for weekends or holidays, per ORS 336.010 and 187.010, or any other day during which a licensed or registered teacher is not available to students.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the Ready Schools, Safe Learners guidance).	<b style="background-color: yellow;">District Protocol: Cleaning Requirements: <ul style="list-style-type: none"> ● Chromebook Cart: <ul style="list-style-type: none"> ○ To the extent possible, students must use same Chromebook every day ○ Leave cart door open during the day
<input checked="" type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	

<input checked="" type="checkbox"/> 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"> ○ Minimize the number of times a student must go to the cart ○ Consider storing devices in desks during the day and moving them back to carts for charging at the end of day ○ Sanitize exterior of cart daily ○ Sanitize device charging cords daily <ul style="list-style-type: none"> ● Computer Lab Classroom: <ul style="list-style-type: none"> ○ To the extent possible, students should use the same workspace daily (keyboard, mouse, tower and table) ○ Sanitize the workspace between each cohort of students ● Open Lab Spaces (library, career center...) <ul style="list-style-type: none"> ○ Individual users must sanitize the work space before and after each use <p>Repair, inventory, distribution or updating</p> <ul style="list-style-type: none"> ● Masks must be worn when 6ft between people can't be maintained ● Gloves will be used by RSD Tech staff ● Clean and sanitize each device brought in for updates, repair, return, inventory, or redistribution
---	---

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Handwashing: All people on campus should be advised and encouraged to wash their hands frequently. <input checked="" type="checkbox"/> Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. <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. <input checked="" type="checkbox"/> Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. <input checked="" type="checkbox"/> 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>District Protocol:</p> <ul style="list-style-type: none"> ● Requirements for After School Programs and Community Facility Use <p>Elementary Common Protocols:</p> <ul style="list-style-type: none"> ● Field Trips: Field trips will be designed virtually for the school year. ● Events: All assemblies, athletic events, practices, special performances, schoolwide parent meetings and other large gatherings will be cancelled or held in a virtual format. ● Personal Property: Each classroom will have a limit on the number of personal items brought in to school. A full list will be sent home prior to class starting with allowable items. If personal items are brought to school, they must be labeled prior to entering school and not shared with other students. Personal property will be stored and used individually.

School Team Input:

Handwashing: Students/staff will wash their hands frequently as per ODE Guidelines.

- Wash/sanitize hands when entering the classroom in the morning.
- Wash/sanitize hands before and after recess and lunch.
- Staff wash/sanitize between working with cohorts
- We will include signage with expectations in all classrooms, at all common sinks/bathrooms. Nurse and staff will reinforce handwashing protocols on a regular basis.

Supplies/Materials:

- Students will not share supplies. Each student will have a tub under their desk with all necessary learning materials.
- Each student will have a supply box with their name on it.
- Each child will bring a water bottle from home with their name.
- Manipulatives will also be distributed for individual use and cleaned between student or staff use.

Equipment:

- All equipment will be sanitized between uses even in the same cohort
- Chromebooks will be assigned to individual students and will be sanitized at the end of each school day. A set of emergency chromebooks will be stored in case of technical difficulties. Student chromebooks will travel with them if the student needs to go to a different learning space
- Grade level teams will rotate playground equipment
- Recess equipment will be stored in a dedicated location for custodial staff to clean daily. This equipment will rotate between grade level classrooms.

Transitions/Hallways: Schedule is designed to minimize transitions. Transition times will be staggered when more than one cohort needs to move. Students will be taught a procedure to maintain 6 foot distancing when lining up by utilizing visual cues and in traveling from place to place.

- Traffic flow maps ensure cohorts do not intersect or transition time is built into schedule
- Specialist report to cohorts to minimize students in hallways
- Visuals and physical distancing expectations are universal
 - taught, retaught, and reinforced
- Many entry and exits are accessed
- Students transition outside if needed or transitions are considered to limit one class in the hallway at a time.
- Maintain 6' distance to the extent possible.

Safety Drills: During fire drills (and all other safety drills), all cohort classes will be physically distanced during exit, recovery, and reentry procedures.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<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). ☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. <ul style="list-style-type: none"> ● 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. 	<p>District Protocol:</p> <ul style="list-style-type: none"> ● Informed by Transportation Plan (2i.) <ul style="list-style-type: none"> ○ Individual buildings will develop plan for getting students to and from the building. ○ Cohorts will be assigned to an entrance. ○ Hand sanitizer dispensers will be installed near all entry doors. <p>School Team Input:</p> <p>Arrival/Dismissal</p> <ul style="list-style-type: none"> ● RSD sign-in/out protocol ● Hand sanitizer dispensers at every entry and high traffic area ● Staffed grade level school entry and exit locations from North and South Side of campus <ul style="list-style-type: none"> ○ North (Bus) ○ South (Walkers and Drop off) ● Yellow paint visuals prompting students and families to social distance on sidewalks and near grade level entry points ● Signage with visuals for parents to say goodbye to students ● Families with 1st-3rd grade students are encouraged to stay in their cars during arrival and dismissal ● Students report to classroom upon arrival ● Bilingual videos and communication are shared with each grade level prior to the return to onsite learning ● Staff members support arrival at each entry point and door entry

- Pre-K students enter exterior classroom doors upon arrival
- Students riding the bus stay in classroom cohorts and organized by bus line once they are outside in front of the building

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Seating: Rearrange student desks and other seat spaces so that staff and students’ physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times.</p> <p>☒ 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>☒ 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 should 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. 	<p>District Protocol:</p> <ul style="list-style-type: none"> ● Student desks will be six feet apart and will maintain 35 square feet per person. ● Upholstered furniture and soft seating (including rugs) will be removed from all classrooms and learning spaces. <p>School Team Input:</p> <p>Environment: When possible, windows will be open in the classroom before students arrive and after students leave. Classrooms will hold instructional lessons outside when appropriate and encourage students to spread out.</p> <p>Seating: Rearrange student desks and other seat spaces so that staff and students’ physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times.</p> <ul style="list-style-type: none"> ● Specialist, classroom teachers and IA’s will support cleaning learning spaces as cohorts transition or at the end of the instructional day ● Additional classroom settings will be accessed as supervision allows to support social distancing <p>Materials: No community supplies (for commonly used items (e.g., scissors, pencils, crayons). Design protocols for use and sanitizing of shared supplies (e.g. math manipulatives).</p> <ul style="list-style-type: none"> ● Ziplock bags will be prepped for individual manipulatives or tools ● each student will bring their water bottle to school with their name <p>Classroom Procedures: All classes will use an assigned cubby or storage spaces for individual student belongings. NO shared bathroom passes will be used.</p>

Furniture: All upholstered furniture and soft seating has been removed from learning spaces.

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. Provide age appropriate hand washing education, define appropriate times to wash hands, and provide hand sanitizer when hand washing is not available.

- Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><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).</p> <p><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.</p> <p><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</p> <p><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.</p> <p><input checked="" type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance).</p>	<p>District Protocol:</p> <ul style="list-style-type: none"> • Requirements for After School Programs and Community Facility Use • RSD will designate playground and shared equipment solely for the use of one cohort at a time. Playgrounds will be disinfected at least daily or between use as much as possible in accordance with CDC guidance. <p>School Team Input:</p> <p>Restrooms</p> <ul style="list-style-type: none"> • Students will wash their hands with soap and water after using the bathroom • All bathrooms are accessed building wide to support chorting efforts to the best of our ability • Bathrooms are cleaned frequently throughout the day • Hand sanitizing stations are located on the outside of every bathroom • Hand Washing protocols are taught and visuals are posted to support hand washing routine. • Bilingual student video shown in every classroom • IA support is provided in each grade level to support teaching this protocol in small groups the first week of school <p>Playground</p> <ul style="list-style-type: none"> • East playground is closed to the public • Students must sanitize hands before and after using playground equipment.

Maintain physical distancing requirements, stable cohorts, and square footage requirements.

- Students must use hand sanitizer before and after playing on the play structure
- 6-8 playground spaces will be designated on the East and West side of the campus
- Transition time between recesses to minimize interactions between cohorts (Recess, Eat Eat, Recess)lunch/recess schedule
- East (2nd, K and PreK) and West (3rd&1st) side of the campus are accessed for recess
 - transition time to between recess for cleaning equipment and play structures
- Each class plays in one section of the playground
 - Designated playgrounds are marked with visuals
 - Visuals for maintaining physical distancing requirements
- Grade levels on are scheduled on the playground at the same time
- Supervising staff teach and support social distancing activities for the first 15 minutes of recess
- Playground equipment is clean between each cohort.
- Visuals support students lining up 6 feet apart in each recess zone

Clean all outdoor equipment at least daily or between use as much as possible in accordance with [CDC guidance](#).

Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).

Design recess activities that allow for physical distancing and maintenance of stable cohorts.

Limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms, break rooms, and elevators by limiting occupancy or staggering use, maintaining six feet of distance between adults. Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable space, understanding that tables and room set-up will require use of all space in the calculation. Note: The largest area of risk is adults eating together in break rooms without face coverings.

2h. MEAL SERVICE/NUTRITION

- ☒ Include meal services/nutrition staff in planning for school reentry.
- ☒ Prohibit self-service buffet-style meals.
- ☒ Prohibit sharing of food and drinks among students and/or staff.
- ☒ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack.
- ☒ Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h of the **Ready Schools, Safe Learners** guidance). Staff must maintain 6 feet of physical distance to the greatest extent possible. If students are eating in a classroom, staff may supervise from the doorway of the classroom if feasible.
- ☒ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after.
- ☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed.
 - ☒ 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.

District Protocol (K-5):

- Determine meal service plans / protocols (in connection with school re-entry plans)
 - We will provide access to nutrition/meal service for all eligible students, including students not on-site.
 - Plans are being developed to distribute meals to a classroom setting.
- Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present.

Elementary Common Protocols:

- All students eat in the classroom
- *Note: This is NOT the teacher's 30 min. duty-free lunch time (unless it is supervised by another staff member)*

School Team Input:

- All meals will be eaten in the classroom.
 - The amount of time will vary depending on the grade level
- All students will wash their hands in the classroom prior to meals. Students will use soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before and after meals.
- Students will not share utensils or other items during meals.
- Staff serving or handling the food will wear face coverings.
- Each table/desk will be cleaned prior to meals being consumed and after.
- Additional classrooms will be used as staffing allows to supervise
- **Breakfast:** Breakfasts will be in sacks at each entrance, students will pick up a sack on their way into the building. Classroom teachers will tally the meal in Synergy.
- **Lunch:** Lunches will be delivered to each classroom. Teacher will hand out lunches, teach lunch routines with visuals and clear expectations that support social distancing and SEL.
- Masks will only be taken off when students are seated at their desk.
- Each teacher will have a trash can on wheels and access to cleaning solution to spray and wipe down desk after eating

- Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.
- Adequate cleaning and disinfection of tables between meal periods.

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service. <input checked="" 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). <ul style="list-style-type: none"> <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This can 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. 	<p>District Protocol:</p> <ul style="list-style-type: none"> ● Bus staff are required to wear face shields or face coverings on buses when not actively driving and operating the bus. ● Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h to transportation settings. ● Visible signage will be placed at the entry to each bus and students will be reminded not to ride if they are symptomatic. ● Students will be asked to comply with social distancing guidelines when waiting at the stop, during boarding, and while exiting the bus. ● Seating charts will be utilized with siblings to be seated together and “neighbor” seating to provide consistency in seating and minimize movement within the bus. ● Buses will be sanitized between runs and at the end of the day. ● Families are encouraged to transport their children to school to reduce the number of students on a bus. ● Students who ride the bus will be considered part of a cohort. <p>Additional Considerations for Student Services:</p> <ul style="list-style-type: none"> ● Case Managers 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. <p>School Team Input:</p> <p>Unloading</p> <ul style="list-style-type: none"> ● Each grade level is assigned an entrance. Each entrance will have a staff member there to provide visual screening. Entrance paths will be marked on the ground every 6 ft to provide visual distance reminders. Students will enter the building at

- ☒ 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.

- ☒ Drivers must wear masks or face coverings while driving, unless the mask or face covering interferes with the driver's vision (e.g., fogging of eyeglasses). Drivers must wear face coverings when not actively driving and operating the bus, including while students are entering or exiting the vehicle. A face shield may be an acceptable alternative, as stated in Section 1h of the **Ready Schools, Safe Learners** guidance.

- ☒ Face coverings or face shields for all students in grades Kindergarten and up following [CDC guidelines](#) applying the guidance in section 1h of the **Ready Schools, Safe Learners** guidance to transportation settings.

- ☒ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).

- ☒ Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible.

- assigned cohort doors and report directly to their classroom.
- Bilingual videos will be shared with families prior to the return of school onsite.

 - Isolation protocol for students exhibiting symptoms (informed by driver)
 - Bus duty calls for nurse support on the walkie
 - Office staff members follow PPE protocols and escort the student to the office isolation room.
 - Isolation protocols in section (1i) are followed

Loading

- Students wash/sanitize their hands prior to loading the bus
- Students riding the bus stay in classroom cohorts and are released once bus # is identified over the intercom or bus cohorts are staged in one location until the bus # is called
- If a student displays an onset of symptoms, team member transports student to the office area. Begin isolation protocol in (1i).

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. 	<p style="background-color: yellow;">District Protocol:</p> <ul style="list-style-type: none"> ● Custodians and staff will 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, per Cleaning and Disinfecting Plan: Cleaning Guidelines ● Facilities will be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces). Staff will maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings, restrooms, and playgrounds. ● Staff will apply disinfectants safely and correctly following labeling direction as specified by the

- ☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.
 - ☒ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.
 - ☒ Schools with HVAC systems must evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems shall, to the extent possible, increase natural ventilation by opening windows and interior doors before students arrive and after students leave, and while students are present. Do not prop open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed).
- ☒ 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 should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see [CDC's guidance on disinfecting public spaces](#)).
- ☒ Consider modification or enhancement of building ventilation where feasible (see [CDC's guidance on ventilation and filtration](#) and [American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance](#)).

- manufacturer and keep these products away from students.
- Each school will operate ventilation systems properly and/or increase circulation of outdoor air as much as possible. Where possible, staff will modify or enhance building ventilation (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance), as we are aware that air circulation and filtration are helpful factors in reducing airborne viruses.

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs.</p> <p><input checked="" type="checkbox"/> Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).</p>	<p>District Protocol:</p> <ul style="list-style-type: none"> ● 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 promotions. ● Schools will practice appropriate communicable disease isolation and exclusion measures. ● Staff will participate in required health services related training to maintain health services practices in the school setting. ● COVID-19 specific infection control practices for staff and students will be communicated. ● 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. Information for immunization clinics will be provided to families. ● Preventative health screenings may continue, with staff and students taking necessary safety precautions (no volunteers allowed). Dental screenings will not be allowed. ● Continuity of existing health management issues will have a plan for sustaining operations alongside COVID-19 specific planning (i.e. medication administration, diabetic care).

2I. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> 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 ● Communication and designation of where the “household” or “family unit” applies to your residents and staff 	<p>NA</p>

- Review and take into consideration [CDC guidance](#) for shared or congregate housing:
 - Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible
 - Ensure at least 64 square feet of room space per resident
 - Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary;
 - Configure common spaces to maximize physical distancing;
 - Provide enhanced cleaning;
 - Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.

Exception

K-12 boarding schools that do not meet the Advisory Metrics (Section 0 of the **Ready Schools, Safe Learners** guidance) may operate, in consultation with their Local Public Health Authority, provided that:

- They have a current and complete RSSL Blueprint and are complying with Sections 1-3 of the **Ready Schools, Safe Learners** guidance and any other applicable sections, including Section 2L of the **Ready Schools, Safe Learners** guidance.
- The school maintains a fully-closed residential campus (no non-essential visitors allowed), and normal day school operations are only offered remotely through distance learning.
- There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.
- Less than 10% of staff, employees, or contracts (in total) are traveling to or from campus. Staff in this designation will:
 - Limit travel to essential functions.
 - Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19.
- Any boarding students newly arriving to campus will either:
 - Complete a quarantine at home for 14 days (or current CDC recommended time period) prior to traveling to the school, OR

- Quarantine on campus for 14 days (or current CDC recommended time period).
- * A 14-day quarantine is the safest option to prevent the spread of COVID-19 to others. However, in either option above, for boarding students who have not developed any symptoms, schools may consider ending quarantine after 10 days without any testing, or after 7 days with a negative result on a COVID-19 viral test collected within 48 hours before ending quarantine, unless otherwise directed by the local public health authority (LPHA).

Student transportation off-campus is limited to medical care.



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. ● 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</p>	<ul style="list-style-type: none"> ● Emergency procedures will be modeled and practiced ● Physical safety will be maintained to the extent possible ● Fire drills will be conducted monthly ● Earthquake drills will be conducted two times this year ● Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year. ● Drills can and should be carried out <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. <ul style="list-style-type: none"> ○ Each grade level will have a designated zone for their class to line up at ○ Pre-k exit classroom exterior doors and line up outside the blue wing against the gate. ○ 1st grade West side playground <ul style="list-style-type: none"> ■ one class per zone

physical distancing measures can be implemented, but only if they do not compromise the drill.

- ☒ When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.
- ☒ Drills shall not be practiced unless they can be practiced correctly.
- ☒ Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.
- ☒ If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year).
- ☒ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.

- Bleakney zone 1
- Santellano zone 2
- Whitsel zone 3
- Kindergarten exit green wing
 - Playground zone 6
 - Sanders pole 22-19
 - Mennealy 15-11
 - Hasenoehrl-5-8
- 2nd Grade exit magenta wing
 - Playground zone 5
 - Estvold pole 22-19
 - Hernandez pole 15-11
 - Traxler pole 8-5
- 3rd Grade exit blue wing
 - Playground zone 4
 - Oliver pole 22-19
 - Olivera pole 15-11
 - Markey pole 8-5

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student’s demonstrated lagging skills. ☒ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. ☒ Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year. ☒ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors. 	<p>Proactive Planning</p> <ul style="list-style-type: none"> ● Hugh Hartman’s Tier 1 Universal Behavior Supports will be established, taught and retaught all year long ● Self regulation skills will be taught school wide ● Staff trainings and live coaching will occur when needed ● School counselor and principal will pre-teach universal de-escalation strategies during CDL in every classroom once a week ● Each learning space will have a ready not ready area for students to de-escalate <ul style="list-style-type: none"> ○ This will also be the space for student show they are not ready or struggling to keep their mask on ● Additional support will be on call until we know our students better as we are a new school ● SWIS major and minor data will inform our proactive planning to support students struggling with behavior

- Staff will use collaborative problem solving with students to determine what tool or strategies support regulation.
- Each grade level wing has a small group learning space that is accessible for use as needed
- Scripts and nonverbal cue cards will be universally used to support self-regulation
- School counselor and principal will pre-teach universal scripts during CDL in every classroom once a week

Proactive Physical Intervention

- [Hugh Hartman Behavior Support](#)
- To the extent possible alternative to restraints and seclusion will be considered
- Staff will validate feelings with empath and support a child regulating emotions prior to processing behavior
- Teams will review and update individual student plans for student who exhibit consistent challenging behaviors
- Personal Protective Equipment will be accessed prior to physical interventions
- Staff will change clothes in the event their clothes are contaminated.
- Staff will wash hands before and after supporting students with behavior and report on appropriate contact log.

Room Clears

- Each grade level has a dedicated alternative space that can maintain physical safety for the student and staff in the event a room clear is needed
 - 1st grade will access the cafeteria and or small gym
 - Kindergarten will access one of the two open classrooms in the green wing
 - 2nd grade will access one of the two open classrooms in the magenta wing
 - 3rd grade will access one of the two open classrooms in the blue wing
 - The family and community room is also set up for students to access and maintain physical safety.

☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.

☒ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues.

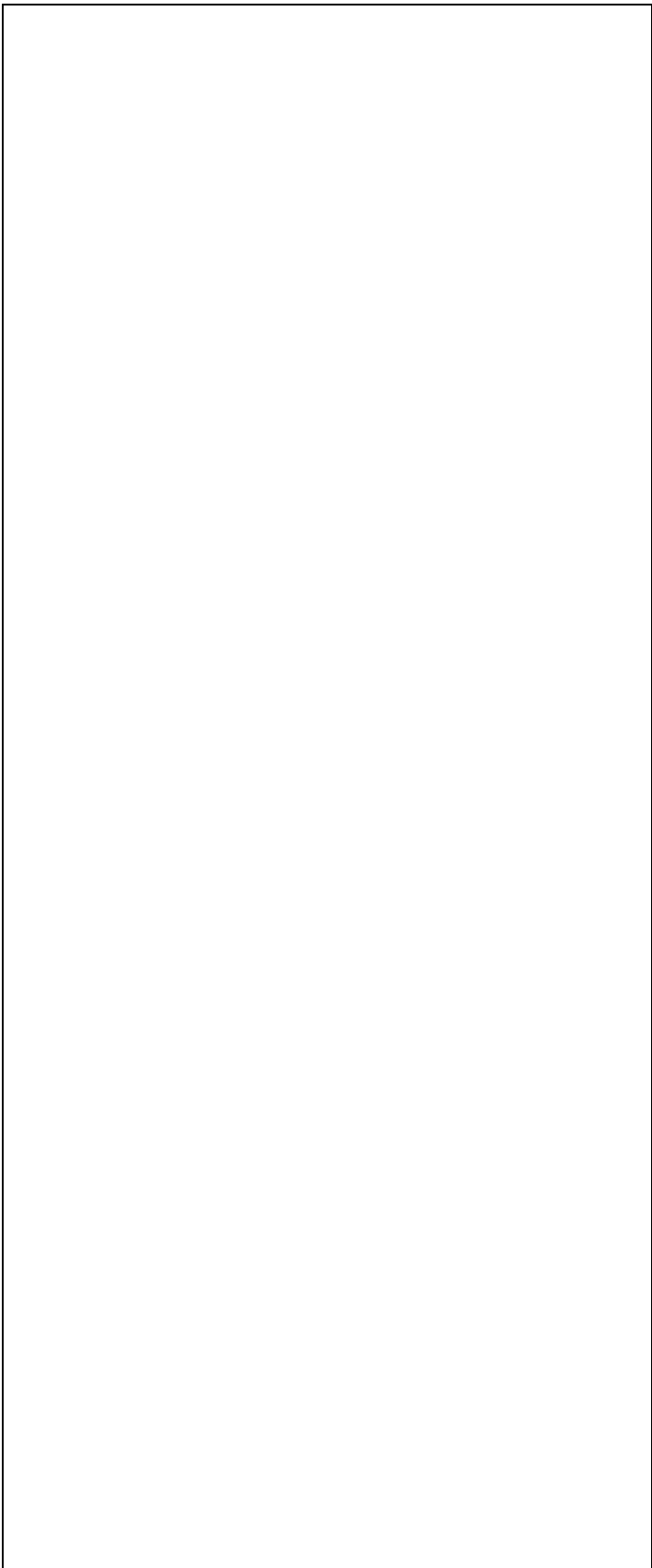
☒ Plan for the impact of behavior mitigation strategies on public health and safety requirements:

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

- All spaces will be appropriately cleaned after each use by communicating with the school custodial team.

- 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.	



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<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.	District Protocol: <ul style="list-style-type: none"> • Coordinate Communication with the Local Public Health Authority. • If the region impacted is in Deschutes County, the Local Health Department (LHD) will provide school-centered communication and will potentially host conference calls. • When cases are identified in the local region a response team should be assembled within the district and responsibilities assigned within the school district. • Identify baseline absentee rates to determine if rates have increased by 20% or more. • Temporarily dismiss students attending childcare facilities, K12 schools. • Modify, postpone, or cancel large school events as coordinated with LHD. • Work with LHD to establish timely communication with staff and families. • When novel viruses are identified in the school setting, and the incidence is low, the local health department will provide a direct Page 14 of 16 report to the district nurse on the diagnosed case. Likewise, the LHD will impose restrictions on contacts. • Establish a specific emergency response framework with key stakeholders. • If school closure is advised by the local public health department, consultation should occur between legal, union and district administration to ensure processes are consistent with legal preparedness processes.

--	--

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review 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.	District Protocol: <ul style="list-style-type: none"> Redmond School District Communicable Disease Plan In the event of school closure, RSD will articulate and communicate the plan to pivot to short term Distance Learning or Comprehensive Distance Learning.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review the " Planning for COVID-19 Scenarios in Schools " toolkit. <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"/> 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.	District Protocol: <ul style="list-style-type: none"> Redmond School District Communicable Disease Plan Oregon Health Authority Communicable Disease Guidance



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](#)



4. Equity



5. Instruction



6. Family and 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>
-----------------------------	--

Not applicable – we have met all requirements. Not applicable – we have met all requirements.

Not applicable – we have met all requirements. Not applicable – we have met all requirements.