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

Updated 1/19/2021

Under ODE’s ***Ready Schools, Safe Learners*** guidance, each school[[1]](#footnote-1) has been directed to submit a plan to the district[[2]](#footnote-2) 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](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%202020-21%20Guidance.pdf) 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]](#footnote-3) parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation. *It is required that a revised Operational Blueprint be completed and updated when there is a change of Instructional Model*.

1. Please fill out information:

| **SCHOOL/DISTRICT/PROGRAM INFORMATION** | |
| --- | --- |
| Name of School, District or Program | St Paul Parochial School |
| Key Contact Person for this Plan | Amanda Davidson |
| Phone Number of this Person | 503-633-4622 |
| Email Address of this Person | adavidson@saintpaulparochial.org |
| Sectors and position titles of those who informed the plan | Amanda Davidson (SPPS Principal)  Phil McCarthy (SPPS School Advisory Council President)  Msgr Gregory Moys (Pastor)  Amanda Flores (SPPS 7/8 grade teacher) |
| Local public health office(s) or officers(s) | Marion County Health and Human Services |
| Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements | Amanda Davidson (Principal) |
| Intended Effective Dates for this Plan | September 8, 2020-January 15, 2021 (original plan)  January 18, 2021 – February 8,2021 (updated plan)  February 9 2021-June 11, 2021 (current plan) |
| ESD Region | Willamette ESD |

1. 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.

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1. Select which instructional model will be used:

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

1. 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).
2. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-22 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a), including updating when you are changing Instructional Model (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>).

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

**REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT**

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

| **Describe why you are selecting Comprehensive Distance Learning as the school’s Instructional Model for the effective dates of this plan.** |
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| We utilized Comprehensive Distance learning with limited in-person instruction for the beginning of the school year (September 2020– December 2021), the Hybrid model in January and February 2021, and will continue with CDL as an option for school families/students, as we add instructional in-person hours for students beginning on February 22, 2021 as allowed by the state with the transition to the metrics being advisory indicators. |

| **In completing this portion of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance.** [**Here is a link to the overview of CDL Requirements.**](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Comprehensive%20Distance%20Learning%20Requirements%20Review.pdf) **Please name any requirements you need ODE to review for any possible flexibility or waiver.** |
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| We can meet all of the CDL requirements as outlined in the Comprehensive Distance Learning Guidance. |

| **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.** |
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| SPPS transitioned to the hybrid learning model on January 19, 2021; with preschool – grade 8 students attending in-person instruction for three hours each day. Comprehensive distance learning continues to take place each afternoon for kindergarten – grade 8 students. After successful implementation of this hybrid model, as well as community metrics showing a decrease in Covid cases, the school will add additional instructional hour options, beginning on February 22nd. CDL will be offered as an option for all students who do not take part in in-person instructional opportunities. |

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

**ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT**

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

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

| **""** | **1. Public Health Protocols** |
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**1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
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|  | Conduct a risk assessment as required by OSHA administrative rule [OAR 437-001-0744(3)(g)](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=274961).   * OSHA has developed a [risk assessment template](https://osha.oregon.gov/OSHAPubs/pubform/exposure-risk-assessment-form.docx). | SPPS will follow the published Communicable Disease Guidelines from the Multnomah ESD, and is in consultation with the St. Paul School District to align with the district Communicable Disease Management Plan guidelines. <file:///C:/Users/SPPS-Office/Downloads/Multnomah%20Education%20Service%20District%20-%20Comprehensive%20Communicable%20Disease%20Management%20Plan_UPDATED%2007-13-2020.pdf>  SPPS has conducted a risk assessment using the template developed by OSHA, and has checked to make sure that the infection control plan provided by OSHA aligns with the one in the Multnomah ESD communicable disease management plan.  SPPS has created a simple and anonymous way of sharing concerns via a mailbox that is placed in an area accessible to all staff, that is reviewed weekly by the RSSL building point person.  SPPS will follow protocol for notifying the Local Health Department of confirmed Covid 19 cases among students and staff and clusters of any illness among staff or students. Logs will be maintained for staff and student screening and for cohorts for contact tracing purposes, and a plan for timely cooperation with LPHA is in place. SPPS will work with our LPHA to determine possible classroom or school closures, and will support students through Comprehensive Distance learning when necessary.  Marion County Health & Human Services Phone: (503) 588-5357 24/7 Disease Reporting (503) 588-5621  SPPS has a schedule in place to disinfect classrooms, offices, bathrooms, and activity areas daily or between use of cohorts. Cohorts will follow bathroom break schedules where disinfecting will be completed after each use.  SPPS students have been placed into smaller cohorts of 22 or less students to ensure physical distancing guidelines can be followed, and will track these stable cohorts with daily logs. Logs will be kept for a minimum of four weeks.  SPPS has a staff member designated and process in place 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](https://www.oregon.gov/ode/students-and-family/healthsafety/Pages/2020-21-School-Status.aspx) system. |
|  | Implement measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building. |  |
|  | Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the [Oregon School Nurses Association (OSNA) COVID-19 Toolkit](https://www.oregonschoolnurses.org/resources/covid-19-toolkit).   * Review OSHA requirements for infection control plan to ensure that all required elements are covered by your communicable disease management plan, including making the plan available to employees at their workplace. Requirements are listed in OSHA administrative rule [OAR 437-001-0744(3)(h)](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=274961). * OSHA has developed a sample [infection control plan](https://osha.oregon.gov/OSHAPubs/pubform/infection-control-plan.docx). |  |
|  | Designate a single point-person at each school to establish, implement, support and enforce all RSSL health and safety protocols, including face coverings and physical distancing requirements, consistent with the ***Ready Schools, Safe Learners*** guidance and other guidance from OHA. This role should be known to all staff in the building with consistent ways for licensed and classified staff to access and voice concerns or needs. |  |
|  | Create a simple process that allows for named and anonymous sharing of concerns that can be reviewed on a daily and weekly basis by the designated RSSL building point-person. Example: Anonymous survey form or suggestion box where at least weekly submissions and resolutions are shared in some format. |  |
|  | Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. |  |
|  | Process and procedures established to train all staff in sections 1 - 3 of the ***Ready Schools, Safe Learners*** guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. |  |
|  | Protocol to notify the local public health authority ([LPHA Directory by County](https://www.oregon.gov/oha/ph/providerpartnerresources/localhealthdepartmentresources/pages/lhd.aspx)) of any confirmed COVID-19 cases among students or staff. |  |
|  | Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas. |  |
|  | Process to report to the LPHA any cluster of any illness among staff or students. |  |
|  | Protocol to cooperate with the LPHA recommendations. |  |
|  | Provide all logs and information to the LPHA in a timely manner. |  |
|  | Protocol for screening students and staff for symptoms (see section 1f of the ***Ready Schools, Safe Learners*** guidance). |  |
|  | Protocol to isolate any ill or exposed persons from physical contact with others. |  |
|  | Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the ***Ready Schools, Safe Learners*** guidance). |  |
|  | Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the [Oregon School Nurses Association COVID-19 Toolkit](https://www.oregonschoolnurses.org/resources/covid-19-toolkit).   * If a student(s) is part of a stable cohort(a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the ***Ready Schools, Safe Learners*** guidance), the daily log may be maintained for the cohort. * If a student(s) is not part of a stable cohort, then an individual student log must be maintained. |  |
|  | Required components of individual daily student/cohort logs include:   * Child’s name * Drop off/pick up time * Parent/guardian name and emergency contact information * All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student |  |
|  | Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.   * See supplemental guidance on LPHA/school partnering on [contact tracing](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/LPHA%20Capacity%20Needs%20and%20Contact%20Tracing.pdf). * Refer to [OHA Policy on Sharing COVID-19 Information](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Sharing%20COVID%20Information%20with%20Schools.pdf) |  |
|  | 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](https://www.oregon.gov/ode/students-and-family/healthsafety/Pages/2020-21-School-Status.aspx) 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** |
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|  | Serve students in high-risk population(s) whether learning is happening through On-Site *(including outside)*, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. | All staff and students are given the opportunity to self-identify as vulnerable or living with a vulnerable family member.  Staff: Plan includes all staff members self-identifying – Redeployed staff will have leave options, or be reassigned to tasks without in person contact (maintenance projects, office work, on-line instructional support).  Students: All students identified as vulnerable by either a physician or parent/guardian notification will be enrolled in online instruction with weekly check-ins. Students receiving special services will continue to receive specially designed instruction. Students with language services will continue to receive English Language Development in coordination with the local education agency. |
| **Medically Fragile, Complex and Nursing-Dependent Student Requirements** | |
|  | All districts must account for students who have health conditions that require additional nursing services. Oregon law ([ORS 336.201](https://www.oregonlaws.org/ors/336.201)) defines three levels of severity related to required nursing services:   1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. |
|  | Review [Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEA During CDL and Hybrid](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Community%20and%20School%20Health%20Responsibilities%20Regarding%20FAPE%20during%20CDL%20and%20Hybrid%20Instructional%20Models.pdf). |
|  | 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](https://www.oregonschoolnurses.org/resources/covid-19-toolkit). * 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](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Additional%20Considerations%20for%20Staff%20Working%20with%20Students%20with%20Complex%20Needs.pdf). * Work with an interdisciplinary team to meet requirements of ADA and FAPE. * High-risk individuals may meet criteria for exclusion during a local health crisis. * Refer to updated state and national guidance and resources such as:   + U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.   + ODE guidance updates for Special Education. Example from March 11, 2020.   + OAR 581-015-2000 Special Education, requires districts to provide ‘school health services and school nurse services’ as part of the ‘related services’ in order ‘to assist a child with a disability to benefit from special education.’   + OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion. |

**1c. PHYSICAL DISTANCING**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
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|  | Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require **use of all space** in the calculation. This also applies for professional development and staff gatherings. If implementing Learning Outside guidance, establish an outside learning space for learning that maintains minimum 35 square feet per person.   * Within this design, educators should have their own minimum of 35 square feet and the design of the learning environment must allow for some ability for the educator to move through the room efficiently and carefully without breaking 6 feet of physical distance to the maximum extent feasible. | Class enrollment will be capped to ensure each student has the option to attend classes full time in the on-site instructional model while ensuring 35 square feet of classroom space can be maintained for each person (staff members and students) . All classrooms have 945 square feet of usable classroom space (classes to be capped at 22 students to allow space for teachers, assistants and classroom supplies).  Outdoor areas will be used for instructional activities when possible.  Marking in hallways will indicate direction of traffic flow, and also spacing when standing in line.  Students will be given support in learning the physical distancing protocol.  Schedules for music, library, etc will ensure that the space is utilized by only one cohort and disinfecting will occur daily and in between cohort use.  Staff will follow physical distancing and mask protocol for in person meetings and will utilize web based meetings when applicable.  Most SPPS music classes will continue to take place in the online environment. If in person music classes take place, masks will be required at all times (including singing) and outdoor spaces will be utilized when appropriate for music activities. |
|  | Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible. |
|  | Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. |
|  | Schedule modifications to limit the number of students in the building or outside learning space (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). |
|  | Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don’t employ punitive discipline. |
|  | Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. |

**1d. COHORTING**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
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|  | Where feasible, establish stable cohorts: groups shall be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff.   * The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. | Each student will be a part of one cohort consisting of their classmates (with class cohorts < or equal to 22 students).  Daily logs will be maintained to ensure contact tracing among the cohort.  Stable classroom cohorts will follow schedules to access the restrooms library, and playgrounds. Each cohort will eat lunch separately in their own classroom.  Disinfecting routines in each classroom will occur throughout day to cleanse commonly touched objects (desks, door handles, etc).  SPPS will minimize the number of staff members who interact with each cohort to the extent possible and will alter schedules of staff to reduce the number of cohorts/students that they interact with per week. Technology will be used when appropriate for classes such as music, to reduce in person contacts.  Staff members that interact with multiple cohorts will wear masks as well as wash/sanitize hands in between interaction with each cohort. |
|  | Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week[[4]](#footnote-4), unless the school is offering Learning Outside, then they must follow guidelines for cohorting in Learning Outside guidance. Schools must plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. Cohorts may change week-to-week, but must be stable within the educational week. |
|  | Each school must have a system for daily logs to ensure 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 sanitizing surfaces (e.g., desks, dry erase boards, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. |
|  | Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards[[5]](#footnote-5), 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. |

**1e. PUBLIC HEALTH COMMUNICATION AND TRAINING**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
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|  | 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. | Return to Work Protocol has been established and staff is trained in implementation of new protocol. Ongoing periodic training will be provided on protocols to ensure continued adherence to the guidance.  Letters for communication with families and staff have been created in the event of Covid 19 exposure. SPPS will work with the LPHA and Archdiocese of Portland in communication with families and proper protocol dependent on the specific incidence as it occurs for immediate communication.  Covid-19 Hazard Poster and Mask Required Signs are posted as required by OSHA.  Updated information on protocols will be shared with families through email, website, and through mail if necessary. |
|  | 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](#_8b._Public_Health) of the ***Ready Schools, Safe Learners*** guidance for specific training requirements). Note: Instructional time requirements allow for time to be devoted for professional learning that includes RSSL training. |
|  | Post “COVID -19 Hazard Poster” and “Masks Required” signs as required by OSHA administrative rule [OAR 437-001-0744(3)(d) and (e)](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=274961). |
|  | Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19.   * The definition of exposure is being within 6 feet of a person who has COVID-19 for at least 15 cumulative minutes in a day. * OSHA has developed a [model notification policy](https://osha.oregon.gov/Documents/Model-COVID-19-Notification-Policy.docx). |
|  | Develop protocols for communicating immediately with staff, families, and the school community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. |
|  | Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance. |
|  | Provide all information in languages and formats accessible to the school community. |

**1f. ENTRY AND SCREENING**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
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|  | Direct students and staff to stay home if they have COVID-19 symptoms**.** COVID-19 symptoms are as follows:   * Primary symptoms of concern: cough, fever (temperature of 100.4°F or higher) or chills, shortness of breath, difficulty breathing, or new loss of taste or smell. * Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, new nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available [from CDC](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html). * In addition to COVID-19 symptoms, students must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE [Communicable Disease Guidance for Schools](https://www.oregon.gov/ode/students-and-family/healthsafety/documents/commdisease.pdf). * Emergency signs that require immediate medical attention:   + Trouble breathing   + Persistent pain or pressure in the chest   + New confusion or inability to awaken   + Bluish lips or face (lighter skin); greyish lips or face (darker skin)   + Other severe symptoms | Screening Students: All students will be screened at front entrance before being admitted to the school building. Staff member will visually screen and confirm with parent/caregiver/guardian. If screening indicates that a student may be symptomatic, they will be directed to the office. SPPS will follow established protocol from section 1A as well as the guidelines in the “Planning for Covid-19 Scenarios in Schools” with collaboration of our LPHA.  The cohort and individual logs will be updated based on screening information daily.  Automatic hand sanitizers have been placed at all entry doors as well as outside each classroom door for hygiene upon entry to the building and/or classroom.  Screening Staff: Staff are required to report when they may have been exposed to Covid-19 and/or have symptoms related to Covid-19. They are not responsible for screening other staff members for symptoms.  Parents can provide information about existing conditions their children have that may present as Covid-19 symptoms on their registration forms or through communication with the administration. |
|  | Diligently screen all students and staff for symptoms on entry to bus/school/outside learning space every day. This can be done visually as well as asking students and staff about any new symptoms or close contact with someone with COVID-19. For students, confirmation from a parent/caregiver or guardian can also be appropriate. Staff members can self-screen and attest to their own health, but regular reminders of the importance of daily screening must be provided to staff.   * Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the ***Ready Schools, Safe Learners*** guidance) and sent home as soon as possible. [See table “Planning for COVID-19 Scenarios in Schools.](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Planning%20and%20Responding%20to%20COVID-19%20Scenarios%20in%20Schools.pdf)” * [Additional guidance](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Additional%20Considerations%20for%20Staff%20Working%20with%20Students%20with%20Complex%20Needs.pdf) 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](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Planning%20and%20Responding%20to%20COVID-19%20Scenarios%20in%20Schools.pdf) the [COVID-19 Exclusion Summary Guide](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/COVID-19%20Exclusion%20Summary%20Chart.pdf). |
|  | Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication must be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. See the [COVID-19 Exclusion Summary Guide](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/COVID-19%20Exclusion%20Summary%20Chart.pdf). |
|  | 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. |

**1g. VISITORS/VOLUNTEERS**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
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|  | Restrict non-essential visitors/volunteers.   * Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. * Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. | Visitors and Volunteers will be unable to work in schools or complete other volunteer activities that require in-person interaction in the school building at this time. Adults in the school building are limited to essential personnel only.  If it was urgent that a visitor was necessary (DHS, law enforcement, etc), all screening, sanitizing, face covering, and distancing protocol would apply. |
|  | 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](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/COVID-19%20Exclusion%20Summary%20Chart.pdf)*.* |
|  | 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. |

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

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
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|  | Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers. | All staff, contractors, service providers, visitors and volunteers (when allowed in the school building) and students grades K-grade 8 will wear face coverings while on campus (both inside the building and during outdoor recess).  SPPS will follow accommodations to meet requirements for face coverings for protections under ADA and IDEA and will work to limit student or staff proximity to other staff and students to minimize the possibility of exposure.  For students with existing medical conditions with doctor’s orders to not wear face coverings, or other health concerns, SPPS will not deny the student access to onsite education.  For students not currently served under an IEP or 504, SPPS will consider whether or not student inability to consistently wear a face covering as required is due to a disability.  SPPS will not allow group or full classroom mask breaks. Space away from peers will be provided when necessary if a student needs a “sensory break”. Staff will provide support to students to effectively wear face coverings, and will not discipline for an inability to wear a face covering. |
|  | Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers following [CDC guidelines for Face Coverings](https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html). Individuals may remove their face coverings while working alone in private offices or when separated by more than 6 feet in outside learning spaces. Face shields are an acceptable alternative only when a person has a medical condition that prevents them from wearing a mask or face covering, when people need to see mouth and tongue motions in order to communicate, or when an individual is speaking to an audience for a short period of time and clear communication is otherwise not possible. |
|  | Face coverings or face shields for all students in grades Kindergarten and up following [CDC guidelines for Face Coverings](https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html). Face shields are an acceptable alternative when a student has a medical condition that prevents them from wearing a mask or face covering, or when people need to see the student’s mouth and tongue motions in order to communicate. |
|  | Face coverings should be worn both indoors and outdoors, including during outdoor recess. |
|  | Group mask breaks” or “full classroom mask breaks” are not allowed. If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:   * 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](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Additional%20Considerations%20for%20Staff%20Working%20with%20Students%20with%20Complex%20Needs.pdf) for nurses and health staff. |
| **Accommodations under ADA or IDEA and providing FAPE while attending to Face Covering Guidance** | |
|  | If any student requires an accommodation to meet the requirement for face coverings, districts and schools must limit the student’s proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:   * Offering different types of face coverings and face shields that may meet the needs of the student. * Spaces away from peers while the face covering is removed; students must not be left alone or unsupervised. * Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease. * Additional instructional supports to effectively wear a face covering. |
|  | For students with existing medical conditions and a physician’s orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny any in-person instruction. |
|  | Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020, or the current plan in effect for the student if appropriately developed after March of 2020.   * If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school or district must:   + 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan including on-site instruction with accommodations or adjustments.     2. Not make placement determinations solely on the inability to wear a face covering.     3. Include updates to accommodations and modifications to support students in plans. * For students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:   + 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan.     2. The team must determine that the disability is not prohibiting the student from meeting the requirement.        - If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,        - If a student’s 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student’s plan prior to providing instruction through Comprehensive Distance Learning.     3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning. |
|  | For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504. |
|  | If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools shall work to limit the staff member’s proximity to students and staff to the extent possible to minimize the possibility of exposure. |

**1i. ISOLATION AND QUARANTINE**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
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|  | 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. | All students who become ill at school with excludable symptoms will remain at school in the designated isolation area, supervised by staff, until picked up by parents/guardians. Student and staff members will continue to wear facial coverings and maintain distance of six feet distance between them. If less than six feet cannot be maintained, a medical grade face mask and PPE are available to be worn by staff.  Isolation area has been identified next to the office for students who are showing symptoms of Covid-19.  Logs will be maintained of all students entering the isolation area (health room) regardless of whether they are treated or sent home. Logs will include:  -Name of Student  -Time of visit  -Reported Symptoms/reason for health room visit  -Action taken Staff will maintain student confidentiality as appropriate.  SPPS will monitor and record staff/students being isolated or sent home for the LPHA to review.  Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in “Planning for COVID-19 Scenarios in Schools.”  SPPS will provide remote learning options for students required to be temporarily off site for isolation or quarantine. |
|  | Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. See the [COVID-19 Exclusion Summary Guide](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/COVID-19%20Exclusion%20Summary%20Chart.pdf).   * Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. Consider if and where students and staff will be isolated during learning outside. Create a comfortable outdoor area for isolation or follow plan for in building isolation. * Consider required physical arrangements to reduce risk of disease transmission. * Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. * [Additional guidance](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Additional%20Considerations%20for%20Staff%20Working%20with%20Students%20with%20Complex%20Needs.pdf) for nurses and health staff for providing care to students with complex needs. |
|  | Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school or outside learning space, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.   * School nurses and health staff in close contact with symptomatic individuals (less than 6 feet) must wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual must be properly removed and disposed of prior to exiting the care space. * After removing PPE, hands shall be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. * If able to do so safely, a symptomatic individual shall wear a face covering. * To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. |
|  | Establish procedures for safely transporting anyone who is sick to their home or to a health care facility. |
|  | Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in [“Planning for COVID-19 Scenarios in Schools.”](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Planning%20and%20Responding%20to%20COVID-19%20Scenarios%20in%20Schools.pdf) |
|  | 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** |
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| Some activities and areas will have a higher risk for spread (e.g., band, choir, science labs, locker rooms). When engaging in these activities within the school setting, schools will need to consider additional physical distancing or conduct the activities outside (where feasible). Additionally, schools should consider sharing explicit risk statements for instructional and extra-curricular activities requiring additional considerations (see section 5f of the ***Ready Schools, Safe Learners*** guidance). |
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**2a. ENROLLMENT**

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

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

**2b. ATTENDANCE**

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

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
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|  | 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). | SPPS will record and track kindergarten- 8th grade attendance regardless of the instructional model being utilized.  SPPS will 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. |
|  | Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). |
|  | Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student’s attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present. |
|  | Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance. |
|  | Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver’s work schedule, and mental/physical health. |

**2c. TECHNOLOGY**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
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|  | Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the ***Ready Schools, Safe Learners*** guidance). | All students will utilize Chromebooks as part of the SPPS technology plan. Students in grades K-4 th grade will be assigned an SPPS Chromebook for use in the classroom and home setting. Students in grades 5th -8 th will have access to their SPPS Chromebooks.  All Chromebooks will be cleaned and sanitized when brought in for repairs and updates and before distribution.  All Chromebooks will have GoGuardian accounts added to them to help monitor student online behavior.  All SPPS students in grades K-8th will utilize Google Classroom for classroom assignments and resources.  If taking part in outside learning, SPPS will ensure safe charging stations and environments to engage with devices. |
|  | Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements. |
|  | If providing learning outside and allowing students to engage with devices during the learning experiences, provide safe charging stations. |

**2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
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|  | **Handwashing:** All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer. | * **Handwashing:** All students will have frequent opportunities to wash hands throughout the day. Automatic soap dispensers have been installed in each classroom and bathrooms. In addition, automatic hand sanitizers are placed at each entrance to entry points and classrooms. * **Equipment:** Sharing of supplies will be restricted whenever possible, and sanitizing protocols for disinfecting any shared equipment will take place between users or cohorts. * **Events:** All field trips have been cancelled or postponed. In school events will be modified to allow for physical distancing protocol to be followed, or will be held virtually. * **Transitions/Hallways:** Hallways marked with visuals (arrows for traffic flow and marks for line placement). Space for each cohort will be maintained to provide reduced contact in hallways. * **Personal Property**: All personal student property will be labeled and used only by that student. Property will be stored in individual space labeled for each student. |
|  | **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. |
|  | **Events:** Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. |
|  | **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. |
|  | **Personal Property**: Establish policies for identifying personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). |

**2e. ARRIVAL AND DISMISSAL**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
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|  | Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. | Arrival spaces are marked outside the building for physical distancing.  Upon arrival, the staff will visually screen students for symptoms. Students identified as symptomatic will be directed to the front office (protocol in 1a of the plan will be followed). Screening questionnaires will be completed by parents and submitted online prior to arrival.  If necessary, staggered arrival times will be implemented. Staggered dismissal schedules will be followed to keep cohorts separate from one another. |
|  | Create schedule(s) and communicate staggered arrival and/or dismissal times. |
|  | Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the ***Ready Schools, Safe Learners*** guidance). |
|  | Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern.   * Eliminate shared pen and paper sign-in/sign-out sheets. * Ensure hand sanitizer is available if signing children in or out on an electronic device. |
|  | Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible nearall entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible. |

**2f. CLASSROOMS/REPURPOSED LEARNING SPACES**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
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|  | **Seating:** Rearrange student desks and other seat spaces *s*o 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. | * **Seating:** Each student will have a desk assigned to them. Desks will be spaced so students are at minimum six feet apart from one another, while maintaining 35 square feet per person. * **Materials:** Students will use their individual (labeled) supplies and avoid sharing community supplies whenever possible. All supplies will be cleaned regularly. Hand sanitizer and tissues will be available to all staff and students. * **Handwashing:** All students will be encouraged to wash hands frequently throughout the day. Students will wash hands before and after eating, playing on the playground, using the restroom and as necessary throughout the day. Signage will be placed near each sink to remind students of effective handwashing practices. |
|  | **Materials:** Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. |
|  | **Handwashing:** Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues shallbe disposed of in a garbage can, then hands washed or sanitized immediately.   * Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. |

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

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
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|  | 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](https://sharedsystems.dhsoha.state.or.us/DHSForms/Served/le2342E.pdf)). | SPPS will follow OHA guidance on playgroup reopening.  Students will wash hands before and after recess. Each cohort will be provided their own recess area (blacktop, playground structures, field) on a rotating schedule.  Each cohort will be provided with their own playground supplies (balls, jump ropes, etc) which will be disinfected daily.  Cleaning requirements will be consistent with outline in section 3. Given the limited capacity for equipment use due to cohorting and physical distancing, the teachers will set expectations and schedules for equipment use by students.  Staff will have staggered lunch schedules which will allow them to utilize the staff room and still maintain social distance with one another. |
|  | After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff.  For learning outside if portable bathrooms are used, set up portable hand washing stations and create a regular cleaning schedule. |
|  | Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. |
|  | Designate playground and shared equipment solely for the use of one cohort at a time. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment (balls, jump ropes, etc.) should be cleaned and disinfected at least daily in accordance with [CDC guidance.](https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html) |
|  | Cleaning requirements must be maintained (see section 2j of the ***Ready Schools, Safe Learners*** guidance). |
|  | Maintain physical distancing requirements, stable cohorts, and square footage requirements. |
|  | Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). |
|  | Design recess activities that allow for physical distancing and maintenance of stable cohorts. |
|  | Clean all outdoor equipment at least daily or between use as much as possible in accordance with [CDC guidance](https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html). |
|  | 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**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
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|  | Include meal services/nutrition staff in planning for school reentry. | Staff serving/monitoring meals will wear face coverings. If SPPS students are taking part in the federal hot lunch program with the district, their meals will be delivered to them individually packaged by SPPS staff.  All students will eat their lunch and snacks with their cohorts in their classrooms. Cafeteria will not be used for meals.  All students will wash hands prior to eating. Students will not share utensils or other items during lunch or snack times.  Each desk will be cleaned prior to and after the meal has been eaten.  Staff will have staggered lunch times which will allow them to maintain social distance with one another. They will be encouraged to eat independent from one another. |
|  | Prohibit self-service buffet-style meals. |
|  | Prohibit sharing of food and drinks among students and/or staff. |
|  | At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. |
|  | Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h of the ***Ready Schools, Safe Learners*** guidance). Staff must maintain 6 feet of physical distance to the greatest extent possible. If students are eating in a classroom, staff may supervise from the doorway of the classroom if feasible. |
|  | Students and staff must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and shall be encouraged to do so after. |
|  | Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items). |
|  | Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. |
|  | Adequate cleaning and disinfection of tables between meal periods. |
|  | Since staff must remove their face coverings during eating and drinking**,** limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms and break rooms by limiting occupancy or staggering use. Consider staggering times for staff breaks, to prevent congregation in shared spaces. Always maintain at least six feet of physical distancing and establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. Wear face coverings except when eating or drinking and minimize time in spaces where face coverings are not consistently worn. |

**2i. TRANSPORTATION**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
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|  | Include transportation departments (and associated contracted providers, if used) in planning for return to service. | At this time, our students will not be taking part in a transportation program and will be transported to/from school by their families. However, we will be following all OHA and ODE requirements through the St. Paul School District transportation program if/when it is applicable |
|  | Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the ***Ready Schools, Safe Learners*** guidance). |
|  | Staff must use hand sanitizer (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle. Gloves are not recommended; hand sanitizer is strongly preferred. If hand sanitizer is not available, disposable gloves can be used and must be changed to a new pair before helping each child. |
|  | Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This must be done at the time of arrival and departure.   * If a student displays COVID-19 symptoms, provide a face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student.   + The symptomatic student shall be seated in the first row of the bus during transportation, and multiple windows must be opened to allow for fresh air circulation, if feasible.   + The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected. * If arriving at school, notify staff to begin isolation measures.   + If transporting for dismissal and the student displays an onset of symptoms, notify the school. |
|  | Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. |
|  | 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, only as stated in Section 1h of the ***Ready Schools, Safe Learners*** guidance. |
|  | Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings). |
|  | Face coverings for all students, applying the guidance in section 1h of the ***Ready Schools, Safe Learners*** guidance to transportation settings. This prevents eating while on the bus. |
|  | Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible. |

**2j. CLEANING, DISINFECTION, AND VENTILATION**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
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|  | 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. | All frequently touched surfaces (playground equipment, door handles, sink handles, water cooler) and shared objects will be sanitized and disinfected multiple times per day (between each cohort use and as scheduled throughout the day, three times at minimum).  Ventilation will be increased with circulation of outdoor air as much as possible with opening of windows and using fans (when safe to do so with windows open and without increasing allergens into the classroom environment). Air filtration systems have been placed in each classroom.  All outdoor learning spaces will have at least 75% of the square footage open for airflow. |
|  | 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](https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html). |
|  | Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. |
|  | To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. |
|  | Schools with HVAC systems must evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems shall, to the extent possible, increase natural ventilation by opening windows and interior doors before students arrive and after students leave, and while students are present. Do not prop open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed.) |
|  | Schools with HVAC systems should ensure all filters are maintained and replaced as necessary to ensure proper functioning of the system. |
|  | All intake ports that provide outside air to the HVAC system should be cleaned, maintained, and cleared of any debris that may affect the function and performance of the ventilation system. |
|  | Consider running ventilation systems continuously and changing the filters more frequently. Do not use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans must not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate. |
|  | Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. |
|  | Facilities must be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see [CDC’s guidance on disinfecting public spaces](https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html)). |
|  | Consider modification or enhancement of building ventilation where feasible (see [CDC’s guidance on ventilation and filtration](https://www.cdc.gov/coronavirus/2019-ncov/community/guidance-business-response.html) and [American Society of Heating, Refrigerating, and Air-Conditioning Engineers’ guidance](https://www.ashrae.org/news/ashraejournal/guidance-for-building-operations-during-the-covid-19-pandemic)). |

**2k. HEALTH SERVICES**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| --- | --- | --- |
|  | 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. | SPPS has a space designated to isolate sick students and provide services for students with special health care needs.  SPPS will provide age appropriate hand hygiene and respiratory etiquette education to help prevent the spread of germs. This will also be communicated in email to our school families, and signage at the school will remind the students of proper hygiene etiquette.  Staff will participate in required health related training with the district assigned nurse to maintain a safe school environment. Immunization processes and timelines will be followed as usual.  SPPS will establish contact with nurse assigned to St. Paul School District to collaborate with our staff on issues as they arise. |
|  | Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC). |

**2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| --- | --- | --- |
|  | Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach:   * Contact tracing * The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. * Quarantine of exposed staff or students * Isolation of infected staff or students * Communication and designation of where the “household” or “family unit” applies to your residents and staff | Not Applicable |
|  | Review and take into consideration[CDC guidance](https://www.cdc.gov/coronavirus/2019-ncov/communication/toolkits/shared-congregate-housing.html) for shared or congregate housing:   * Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible * Ensure at least 64 square feet of room space per resident * Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary; * Configure common spaces to maximize physical distancing; * Provide enhanced cleaning; * Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs. |
| **Exception**  K-12 boarding schools that do not meet the Advisory Metrics (Section 0 of the ***Ready Schools, Safe Learners*** guidance) may operate, in consultation with their Local Public Health Authority, provided that: | |
|  | They have a current and complete RSSL Blueprint and are complying with Sections 1-3 of the ***Ready Schools, Safe Learners*** guidance and any other applicable sections, including Section 2L of the ***Ready Schools, Safe Learners*** guidance. |
|  | The school maintains a fully-closed residential campus (no non-essential visitors allowed), and normal day school operations are only offered remotely through distance learning. |
|  | There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days. |
|  | Less than 10% of staff, employees, or contracts (in total) are traveling to or from campus. Staff in this designation will:   * Limit travel to essential functions. * Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19. |
|  | Any boarding students newly arriving to campus will either:   * Complete a quarantine at home for 14 days\* prior to traveling to the school, OR * Quarantine on campus for 14 days.\*   \* A 14-day quarantine is the safest option to prevent the spread of COVID-19 to others. However, in either option above, for boarding students who have not developed any symptoms, schools may consider ending quarantine after 10 days without any testing, or after 7 days with a negative result on a COVID-19 viral test collected within 48 hours before ending quarantine, unless otherwise directed by the local public health authority (LPHA). |
|  | Student transportation off-campus is limited to medical care. |

**2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| --- | --- | --- |
|  | In accordance with [ORS 336.071](https://www.oregonlegislature.gov/bills_laws/ors/ors336.html) and [OAR 581-022-2225](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=145271)all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies.   * At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. * Fire drills must be conducted monthly. * Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. * Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year. | SPPS will conduct all drills and training for emergencies (fire, earthquake, and safety threats) in accordance with ORS 336.071 and OAR 581-022-2225 in all learning models (onsite, hybrid, and CDL).  Drills will be carried out as close as possible to the procedures carried out in an actual emergency, with physical distancing measures implemented if they don’t compromise the drill.  Staff will ensure that all students on varying schedules will have opportunity to take part in the drills.  Staff will be trained on procedures prior to the start of hybrid or face to-face engagement.  Students will wash hands after the completion of the drill. |
|  | Drills can and should be carried out as close as possible to the procedures that would be used in an actual emergency. For example, a fire drill must be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill. |
|  | When or if physical distancing must be compromised, drills must be completed in less than 15 minutes. |
|  | Drills shall not be practiced unless they can be practiced correctly. |
|  | Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement. |
|  | If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year). |
|  | Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete. |

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

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| --- | --- | --- |
|  | 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. | SPPS staff members will work to take proactive/preventative steps to reduce antecedent events and triggers within the school environment, and will be proactive in planning for known behavioral escalations.  SPPS staff will be trained in effective, evidence based methods to support de-escalation as well as to remain calm and resilient to be able to support struggling students and colleagues.  Routines will be designed to be consistent and support self-regulation skills.  If physical distance cannot be maintained to provide for student safety, staff will maintain student dignity through empathy and will keep accurate record of the event including student contact with other cohorts in contact logs.  Any spaces that are unexpectedly used to deescalate behaviors will be appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space. |
|  | Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. |
|  | Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year. |
|  | Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors. |
|  | Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. |
|  | Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues. |
|  | Plan for the impact of behavior mitigation strategies on public health and safety requirements:   * Student elopes from area * If staff need to intervene for student safety, staff should:   + Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand… How can I help?”) to attempt to re-regulate the student without physical intervention.   + Use the least restrictive interventions possible to maintain physical safety for the student and staff.   + Wash hands after a close interaction.   + Note the interaction on the appropriate contact log. * \*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. * Student engages in behavior that requires them to be isolated from peers and results in a room clear. * If students leave the classroom:   + Preplan for a clean and safe alternative space that maintains physical safety for the student and staff   + Ensure physical distancing and separation occur, to the maximum extent possible.   + Use the least restrictive interventions possible to maintain physical safety for the student and staff.   + Wash hands after a close interaction.   + Note the interaction on the appropriate contact log. * \*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. * Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior). * If staff need to intervene for student safety, staff should:   + Maintain student dignity throughout and following the incident.   + Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand… How can I help?”) to attempt to re-regulate the student without physical intervention.   + Use the least restrictive interventions possible to maintain physical safety for the student and staff   + Wash hands after a close interaction.   + 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** |
| --- | --- | --- |
|  | 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. | Reusable Personal Protective Equipment (PPE) will be cleaned/sanitized after every episode of physical intervention (see section 2j of the Ready Schools, Safe Learners guidance: Cleaning, Disinfection, and Ventilation). |

| "" | **3. Response to Outbreak** |
| --- | --- |

**3a. PREVENTION AND PLANNING**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| --- | --- | --- |
|  | Review the “[Planning for COVID-19 Scenarios in Schools](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Planning%20and%20Responding%20to%20COVID-19%20Scenarios%20in%20Schools.pdf)” toolkit. | SPPS will continue to review and plan for response to scenarios as outlined in the “Planning for COVID-19 Scenarios in Schools” toolkit.  SPPS will coordinate communication with the LPHA to establish communication channels related to current transmission level. Marion County Health and Human Services Phone (503) 588-5357 24/7 Disease Reporting (503) 588-5621 |
|  | Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. |

**3b. RESPONSE**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| --- | --- | --- |
|  | Review and utilize the “[Planning for COVID-19 Scenarios in Schools](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Planning%20and%20Responding%20to%20COVID-19%20Scenarios%20in%20Schools.pdf)” toolkit. | SPPS will continue to review and utilize the guidance as outlined in the “Planning for COVID-19 Scenarios in Schools” toolkit in coordination with communication with the LPHA as necessary.  SPPS is prepared to provide continuous Comprehensive Distance Learning when necessary.  SPPS will work with the local school district to coordinate continuation of meals for students. |
|  | Ensure continuous services and implement Comprehensive Distance Learning. |
|  | Continue to provide meals for students. |

**3c. RECOVERY AND REENTRY**

| **OHA/ODE Requirements** | | **Hybrid/Onsite Plan** |
| --- | --- | --- |
|  | Review and utilize the [“Planning for COVID-19 Scenarios in Schools](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Planning%20and%20Responding%20to%20COVID-19%20Scenarios%20in%20Schools.pdf)” toolkit. | SPPS will continue to review and utilize the guidance as outlined in the “Planning for COVID-19 Scenarios in Schools” toolkit in coordination with communication with the LPHA as necessary.  SPPS will 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.  When bringing students back into On-Site or Hybrid instruction, SPPS will maintain smaller groups and cohorts to allow for a safe return to school. |
|  | Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow [CDC guidance](https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html) for classrooms, cafeteria settings, restrooms, and playgrounds. |
|  | When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools. |



**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***](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%202020-21%20Guidance.pdf) guidance, * The [***Comprehensive Distance Learning***](https://www.oregon.gov/ode/educator-resources/standards/Pages/Comprehensive-Distance-Learning.aspx) guidance, * The [***Ensuring Equity and Access: Aligning Federal and State Requirements***](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ensuring%20Equity%20and%20Access%20Aligning%20State%20and%20Federal%20Requirements.pdf) guidance, and * [***Planning for COVID-19 Scenarios in Schools***](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Planning%20and%20Responding%20to%20COVID-19%20Scenarios%20in%20Schools%20August%202020.pdf) |
| --- | --- |
|  | 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***](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%202020-21%20Guidance.pdf) guidance, * The [***Comprehensive Distance Learning***](https://www.oregon.gov/ode/educator-resources/standards/Pages/Comprehensive-Distance-Learning.aspx) guidance, * The [***Ensuring Equity and Access: Aligning Federal and State Requirements***](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ensuring%20Equity%20and%20Access%20Aligning%20State%20and%20Federal%20Requirements.pdf) guidance, and * [***Planning for COVID-19 Scenarios in Schools***](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Planning%20and%20Responding%20to%20COVID-19%20Scenarios%20in%20Schools%20August%202020.pdf)   We will continue to work towards meeting them and have noted and addressed which requirement(s) we are unable to meet in the table titled “Assurance Compliance and Timeline” below. |

| "" | **4. Equity** |
| --- | --- |

| "" | **5. Instruction** |
| --- | --- |

| "" | **6. Family, Community, Engagement** |
| --- | --- |

| "" | **7. Mental, Social, and Emotional Health** |
| --- | --- |

| "" | **8. Staffing and Personnel** |
| --- | --- |

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

| **List Requirement(s) Not Met** | **Provide a Plan and Timeline to Meet Requirements**  *Include how/why the school is currently unable to meet them* |
| --- | --- |
| NA | NA |

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. [↑](#footnote-ref-1)
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. [↑](#footnote-ref-2)
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](http://www.nrc4tribes.org/files/Tab%209_9H%20Oregon%20SB770.pdf) basis. [↑](#footnote-ref-3)
4. 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. [↑](#footnote-ref-4)
5. Academic content standards refer to all of Oregon state academic standards and the Oregon CTE skill sets. [↑](#footnote-ref-5)