



## OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 11/30/2020

Under ODE’s **Ready Schools, Safe Learners** guidance, each school<sup>1</sup> has been directed to submit a plan to the district<sup>2</sup> in order to provide on-site and/or hybrid instruction. Districts must submit each school’s plan to the local school board and make the plans available to the public. This form is to be used to document a district’s, school’s or program’s plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to, school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,<sup>3</sup> parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Sisters Middle School, SSD6
Key Contact Person for this Plan	Alison Haney
Phone Number of this Person	<a href="tel:5415492099">(541) 549-2099</a>
Email Address of this Person	alison.haney@ssd6.org
Sectors and position titles of those who informed the plan	Deschutes County Health Authority Curt Scholl – District Superintendent Joe Hosang – High School Principal Alison Haney – Middle School Principal Joan Warburg – Elementary School Principal Trish Roy – Lead District School Nurse Acacia Knutzen – Elementary School Nurse Martha Hinman – Special Services Director Ryan Stock - Operations Director / Safety Officer Terri Rood - Lead Coordinator Nutrition Kim Henderson - Lead Coordinator Transportation Todd Pilch – IT/AV Director SMS Faculty & Staff

<sup>1</sup> 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.

<sup>2</sup> 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.

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

Local public health office(s) or officers(s)	Deschutes County Health Authority – Heather Kaisner 541-322-7418, heather.kaisner@deschutes.org
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Site Social Distancing Coordinator – Alison Haney
Intended Effective Dates for this Plan	9/1/2020-6/16/2021
ESD Region	HDESD

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

Sisters School District is committed to instructional excellence for all.

The school district engaged parents with online surveys, followed by superintendent chats to glean input, and principal parent meetings to solicit parent input. Staff engaged in surveys as well as in team meetings to provide input. We collaborated in equity meetings, discussed COVID-19 effects on underserved students, and provided information on how to serve them. We consulted with the Oregon Department of Education, Safe Schools Alliance, High Desert ESD, district staff, community care providers and the Deschutes County Public Health Authority. We prepared a re-entry design that will support the educational and safety needs of our students and staff. We have engaged with our community by sharing our blueprint summary.

We have determined that in-person learning is the most effective instructional model for our rural community. We understand that some families will require a Comprehensive Distance Learning option, and we have developed our instructional model to be inclusive of all instructional needs. In reviewing our student enrollment, facilities, transportation, nutrition and staffing, we have determined capacity to safely provide daily in-person instruction. Based on our demographics, community needs and strategic plan goals, a reopening blueprint has been developed for each building to ensure equity and excellence in meeting the needs of our families.

3. Indicate which instructional model will be used.

Select One:

On-Site Learning       Hybrid Learning       Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-19 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

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

### REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

*This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning. 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.

Our county has not yet met the metrics for onsite learning. We are eager to welcome students back once we have met state and county metrics.

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. Please name any requirements you need ODE to review for any possible flexibility or waiver.

We have received the guidance and will implement to the best of our ability. We have families who live in rural areas where internet and cell phone service do not exist. We will offer families locations where they can travel to connect virtually.

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.

We will be regularly reviewing the county metrics and will be ready to enter Hybrid learning once those metrics are met and we have conferred with our LHA. Our next anticipated date for return to Hybrid learning will be on January 11, 2021.

*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.*



### 0. Community Health Metrics

#### METRICS FOR ON-SITE OR HYBRID INSTRUCTION

- The school currently meets the required metrics to successfully reopen for in-person instruction in an On-Site or Hybrid model. *If this box cannot yet be checked, the school must return to Comprehensive Distance Learning but may be able to provide some in-person instruction through the exceptions noted below.*

#### EXCEPTIONS FOR SPECIFIC IN-PERSON INSTRUCTION WHERE REQUIRED CONDITIONS ARE MET

- The school currently meets the exceptions required to provide in-person education for students in grades K-3 (see section 0d(1) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required to provide limited in-person instruction for specific groups of students (see section 0d(2) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required for remote or rural schools in larger population counties to provide in-person instruction (see section 0d(3) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required for smaller population counties to provide in-person instruction (see section 0d(4) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required for schools in low population density counties (see section 0d(5) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required for small districts to provide in-person instruction (see section 0d(6) of the **Ready Schools, Safe Learners** guidance).



### 1. Public Health Protocols

#### 1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting.</li> <li><input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.</li> <li><input checked="" type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.</li> </ul>	<p>1. All schools in the SSD will implement the following measures to limit Covid-19 spread within the school setting:</p> <ul style="list-style-type: none"> <li>A. Implement established physical distancing and personal hygiene routines for staff and students. (See Section 1C/2D/1H)</li> <li>B. Implement established routines of all learning spaces and learning tools. (See Sections 2C/2D/2F/2G/2J)</li> </ul>

<ul style="list-style-type: none"> <li>☒ 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.</li> <li>☒ Process and procedures established to train all staff in sections 1 - 3 of the <b>Ready Schools, Safe Learners</b> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.</li> <li>☒ Protocol to notify the local public health authority (<a href="#">LPHA Directory by County</a>) of any confirmed COVID-19 cases among students or staff.</li> <li>☒ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.</li> <li>☒ Process to report to the LPHA any cluster of any illness among staff or students.</li> <li>☒ Protocol to cooperate with the LPHA recommendations.</li> <li>☒ Provide all logs and information to the LPHA in a timely manner.</li> <li>☒ Protocol for screening students and staff for symptoms (see section 1f of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li>☒ Protocol to isolate any ill or exposed persons from physical contact with others.</li> <li>☒ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li>☒ 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 <a href="#">Oregon School Nurses Association COVID-19 Toolkit</a>. <ul style="list-style-type: none"> <li>● 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 <b>Ready Schools, Safe Learners</b> guidance), the daily log may be maintained for the cohort.</li> <li>● If a student(s) is not part of a stable cohort, then an individual student log must be maintained.</li> </ul> </li> <li>☒ Required components of individual daily student/cohort logs include: <ul style="list-style-type: none"> <li>● Child's name</li> <li>● Drop off/pick up time</li> <li>● Parent/guardian name and emergency contact information</li> <li>● All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student</li> </ul> </li> <li>☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.</li> <li>☒ 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.</li> <li>☒ 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.</li> <li>☒ Protocol to respond to potential outbreaks (see section 3 of the <b>Ready Schools, Safe Learners</b> guidance).</li> </ul>	<ul style="list-style-type: none"> <li>C. Implement established stable cohorts for instruction and lunch/recess periods. (See Section 1D/2G/2H)</li> <li>D. Implement established entry and screening procedures for students, staff and visitors. *see section 1F)</li> <li>E. Implement established routines for arrival and dismissal. (See Section 2E)</li> <li>F. Limit visitors and volunteers to essential functions only. (See Section 1G)</li> <li>G. Implement established protocols for face coverings and face shields. (See Section 1H)</li> <li>H. Implement established isolation protocols for exposed and symptomatic students and staff in all locations, including bus stops. (See Section 1I)</li> </ul> <p>2. The SSD has updated their Communicable Disease Management Plan for all schools.</p> <p><b>Links:</b>  <a href="#">COVID-19 Specific Communicable Disease Management Plan</a> (pdf)  <a href="#">SSD Pandemic Plan</a> (pdf)</p> <p>The Sisters School District also follows School Board Policies <a href="#">GBEB</a> and <a href="#">JHCC</a>.</p> <p>The principal will enforce and implement established physical distancing requirements that are consistent with ODE and OHA guidance.</p> <p>4. The SSD will regularly consult with the Local County Health Authority, the High Desert, and the school-based nurse.</p> <p>5. All staff will attend required Ready Schools, Safe Learning training throughout the week of August 20-August 31, 2020 (in-service). The SSD has increased staff in-service by 3 days to allow for this training. Training will be done in socially-distanced small-groups and virtually.</p> <p>6. The district will notify public health authorities according to its Communicable Diseases and Pandemic plans. (See link above)</p> <p>7. Sisters Middle School developed a plan to disinfect all school areas. (See Sections 2C/2D/2F/2G/2J)</p> <p>8. Sisters Middle School will follow its Communicable Diseases Policy to report clusters of illnesses among students and/or staff. (See LPHA contact above).</p> <p>9. Sisters Middle School will follow the district Communicable Diseases Policy to cooperate with the Deschutes County Health Authority recommendations and to provide requested information in a timely manner. (See LPHA contact above).</p> <p>10. Sisters Middle School will implement established routines for screening of staff and students--See Sections 1F</p> <p>11. Sisters Middle School will implement established isolation Protocols--See Section 1. Screening/Isolation: Visual screening of all students and staff is outlined in 1e. Potentially symptomatic students will be escorted by a staff member to a designated area for screening/isolation</p> <p>12. Sisters Middle School will implement its plan for communication to the School Community--See Section 1E</p> <p>13/14/15. The building secretary will work with the school nurse to create and maintain stable cohort logs and individual student logs for those who are not part of a stable cohort. (See Section 1D for Cohort Plan). Logs will meet <b>Ready Schools, Safe Learners</b> guidelines.</p> <p><b>Contact Tracing:</b> Contact-tracing logs will be kept in each classroom for 1 week then turned into office to be kept for at least 3 weeks (total of at least 4 weeks).</p> <p>16/17. Outbreak and exposure protocols will be followed--See Section 3B</p>
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### 1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially</li> </ul>	<p>*All staff and students will be provided an opportunity to document information pertaining to vulnerable health conditions for self and/ or an immediate family member.</p>

<p>Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p><b>Medically Fragile, Complex and Nursing-Dependent Student Requirements</b></p> <p><input checked="" type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (<a href="#">ORS 336.201</a>) defines three levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> <li>1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.</li> <li>2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.</li> <li>3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.</li> </ol> <p><input checked="" type="checkbox"/> Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:</p> <ul style="list-style-type: none"> <li>• Communicate with parents and health care providers to determine return to school status and current needs of the student.</li> <li>• 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.</li> <li>• Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.</li> <li>• 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.</li> <li>• Service provision should consider health and safety as well as legal standards.</li> <li>• Appropriate medical-grade personal protective equipment (PPE) should be made available to <a href="#">nurses and other health providers</a>.</li> <li>• Work with an interdisciplinary team to meet requirements of ADA and FAPE.</li> <li>• High-risk individuals may meet criteria for exclusion during a local health crisis.</li> <li>• Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ ODE guidance updates for Special Education. Example from March 11, 2020.</li> <li>○ 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.’</li> <li>○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.</li> </ul> </li> </ul>	<p>Staff: This documentation will be offered to licensed, classified and contractual employees. Administration will work with Impacted staff to support redeployment or leave options.</p> <p>Students: *All students identified as vulnerable will be enrolled in a Comprehensive Distance Learning/SEO option to include twice weekly instructional monitoring. Documentation from a physician or parent/guardian will be maintained. *Students identified as requiring Specially Designed Instruction Through Special Education will continue to receive instruction as identified through individual plans following Individual Education Plan meetings. *Students with language services will receive instructional services specific to language needs.</p> <p>Visitors/Volunteers: Visitors/Volunteers will be unable to work in schools, or complete volunteer activities that require in person interaction. Adults in schools are limited to essential personnel as identified through this safety plan.</p>
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**1c. PHYSICAL DISTANCING**

OHA/ODE Requirements	Hybrid/Onsite Plan		
<input checked="" type="checkbox"/> Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all	<b>Capacity for Sisters Middle School Settings:</b>		
		<b>Square Footage</b>	<b>Human Capacity</b>
	<b>Gym (used for PE in</b>	<b>12180</b>	<b>348 people</b>

<p>space in the calculation. This also applies for professional development and staff gatherings.</p> <p><input checked="" type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.</p> <p><input checked="" type="checkbox"/> Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.</p> <p><input checked="" type="checkbox"/> Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).</p> <p><input checked="" type="checkbox"/> Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; do not employ punitive discipline.</p> <p><input checked="" type="checkbox"/> Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.</p>	addition to the outdoors)		
	<b>Band/Choir Room</b>	<b>1146/1153</b>	<b>32 people</b>
	<b>Art Room-</b>	<b>2721</b>	<b>77 people</b>
	<b>Cafetorium</b>	<b>6755</b>	<b>193 people</b>
	<b>Library</b>	<b>1748</b>	<b>49 people</b>
	<b>Lecture/Drama</b>	<b>1912</b>	<b>54 people</b>
	<b>Classrooms (4)</b>	<b>Range from 671-768</b>	<b>15-17 people*</b>
	<b>Classrooms (6)</b>	<b>Range from 895-988</b>	<b>21-24 people*</b>
	<b>Classrooms (9)</b>	<b>Range from 1001-1644</b>	<b>24-42 people*</b>
	*Occupancy has taken into account furniture.		
<b>Student Population By Level and Grade</b>			
	<b>Student Capacity based on Room Sizes</b>	<b>Student Population</b>	
<b>5th grade:</b>	113	As of 8/1: 93	
<b>6th grade:</b>	122	As of 8/1: 74	
<b>7th grade:</b>	117-122	As of 8/1: 107	
<b>8th grade:</b>	117-125	As of 8/1: 99	
<p>Students will travel directly to their homeroom class after entry from their grade-level specific entry door.</p> <p>Hallways will be utilized on a very limited basis by only one cohort at a time.</p> <p>Staggered start and dismissal will ensure that there will be minimized opportunities for contact between student cohorts.</p>			

**1d. COHORTING**

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff.</p> <ul style="list-style-type: none"> <li>The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.</li> </ul> <p><input checked="" type="checkbox"/> Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure.</p> <p><input checked="" type="checkbox"/> Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance).</p> <p><input checked="" type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.</p> <p><input checked="" type="checkbox"/> Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.</p> <p><input checked="" type="checkbox"/> Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers.</p> <p><input checked="" type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.</p>	<p>There will be consistent daily tracking of stable cohorts utilizing logs:</p> <p><b>Transportation:</b></p> <ul style="list-style-type: none"> <li><b>Bus transportation (see 2i)</b></li> <li><b>Walking transportation: encourage social distancing while walking to school.</b></li> </ul> <p><b>5th/6th Grade Classroom Cohorts:</b> Each class of up to 25 students (based on room capacity) will be maintained as a stable classroom cohort throughout all school settings with the possibility of one or two small additional stable cohort formed for extra academic supports.</p> <ul style="list-style-type: none"> <li><b>Electives as a cohort.</b></li> <li><b>Recess as a cohort.</b></li> <li><b>Lunch will be with their homeroom cohort.</b></li> </ul> <p><b>7th/8th Grade Classroom Cohorts:</b> Each class of up to 25 students (based on room capacity) will be maintained as a stable classroom cohort throughout all school settings with the possibility of one or two small additional stable cohort formed for extra academic supports or elective classes.</p> <ul style="list-style-type: none"> <li><b>Recess/Library as cohort.</b></li> <li><b>Lunch will be with their classroom cohort.</b></li> </ul> <p><b>Title and Special Education staff will provide services through direct support in class and cohorts.</b></p>

To the extent possible, students receiving supports beyond core instruction (e.g., Title Services, Special Education and Related Services) will receive these supports within their classroom cohort.

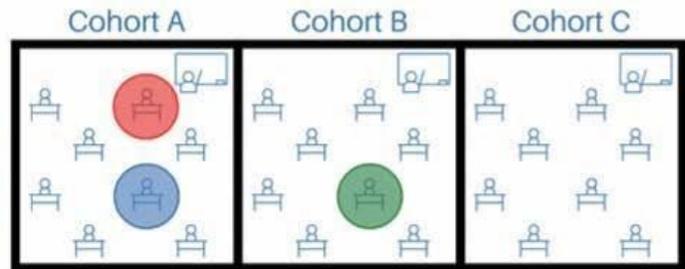
- When student needs or administrative logistics require a student to be pulled from a classroom cohort to receive support, it creates a new cohort and additional contact tracing log requirements.
- Staff will ensure, to the extent possible, that the pulled student doesn't interact with another cohort

## School-Based Examples of Responses Required

Due to Exposure to SARS-CoV-2 or Infection with COVID-19  
Based on Classroom and Transportation Cohorts

 This student could be considered A1 because they are in Cohort A and ride Bus 1.

If student A1 is exposed to SARS-CoV-2 or infected with COVID-19, all of the people in cohort A (students and teachers) **and** all of the students on Bus 1 must shift to Distance Learning for 14 days. The driver on Bus 1 must also be isolated for 14 days.



 This student could be considered B1 because they are in Cohort B and ride Bus 1.

Because student A1 was exposed to SARS-CoV-2 or infected with COVID-19, student B1 must shift to Distance Learning for 14 days, since they share a transportation cohort. However, the remainder of Cohort B can remain in On-Site Instruction unless they also directly interacted with student A1.



Bus 1



Bus 2



Bus 3

 This student could be considered A2 because they are in Cohort A and ride Bus 2.

Because student A1 was exposed to SARS-CoV-2 or infected with COVID-19, student A2 must shift to Distance Learning for 14 days, since they share a classroom cohort. However, the remainder of Bus 2 can remain in On-Site Instruction unless they also directly interacted with student A1.

### 1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.</li> <li><input checked="" type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case.                             <ul style="list-style-type: none"> <li>• The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer).</li> </ul> </li> <li><input checked="" type="checkbox"/> Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is</li> </ul>	<ul style="list-style-type: none"> <li>• All communication will be disseminated in English and Spanish</li> <li>• The School Nurse, LPHA, and District Administration will collaborate to determine appropriate measures and messaging in the event that cohorts need to be excluded and to inform staff or parents of students who have had an exposure to a confirmed COVID-19 case. Letters produced to the families will be revised to reflect potential exposure dates, associated risk, potential onset of illness windows and interventions advised by the LPHA.</li> </ul>

diagnosed in students or staff members, including a description of how the school or district is responding.

- Provide all information in languages and formats accessible to the school community.

### 1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows:               <ul style="list-style-type: none"> <li>● Primary symptoms of concern: cough, fever (<i>temperature</i> greater than 100°F) or chills, shortness of breath, or difficulty breathing.</li> <li>● Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available <a href="#">from CDC</a>.</li> <li>● In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of <a href="#">OHA/ODE Communicable Disease Guidance</a>.</li> <li>● Emergency signs that require immediate medical attention:                   <ul style="list-style-type: none"> <li>○ Trouble breathing</li> <li>○ Persistent pain or pressure in the chest</li> <li>○ New confusion or inability to awaken</li> <li>○ Bluish lips or face (lighter skin); greyish lips or face (darker skin)</li> <li>○ Other severe symptoms</li> </ul> </li> </ul> </li> <li><input checked="" type="checkbox"/> Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health.               <ul style="list-style-type: none"> <li>● Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <i>Ready Schools, Safe Learners</i> guidance) and sent home as soon as possible. <a href="#">See table "Planning for COVID-19 Scenarios in Schools."</a></li> <li>● <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> </li> <li><input checked="" type="checkbox"/> Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. <a href="#">See table "Planning for COVID-19 Scenarios in Schools."</a></li> <li><input checked="" type="checkbox"/> Staff or students with a chronic or baseline cough that has worsened or is not well controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.</li> <li><input checked="" type="checkbox"/> Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</li> </ul>	<p><b>Screening Students:</b> Students will be visually screened by the staff at their exterior grade level designated door and when they enter the classroom. When the screening indicates that a student may be symptomatic, the child will not be accepted into the school and will be sent home. The school nurse will be consulted if there are any questions at the time of drop off.</p> <p>When the screening at the classroom door indicates that a student may be symptomatic, the child will remain outside the classroom and the nurse will escort the student to the office. *Follow established protocol from CDMP (see section 1a). Screening will include updating the cohort or individual student logs.</p> <p><b>Entry</b> There will be a staggered entrance into the building in order to accommodate the visual screening requirement.</p> <p>Students will enter through 4 main entrances into the school, which will be labeled and staffed for clarity:</p> <ul style="list-style-type: none"> <li>● 5th: Far East Side Doors</li> <li>● 6th: South East Front Doors</li> <li>● 7th: Far West Side Doors</li> <li>● 8th: South West Front Doors</li> </ul> <p>Students will sanitize hands upon entry to the classroom. Students who get breakfast will have from 8:15-8:30 to have a grab and go breakfast in the cafeteria.</p> <p><b>Screening Staff:</b></p> <ul style="list-style-type: none"> <li>● Staff are required to report to the administrator when they may have been exposed to COVID-19.</li> <li>● Staff are required to report to the administrator when they have symptoms related to COVID-19.</li> <li>● Staff members are not responsible for screening other staff members for symptoms.</li> </ul>

### 1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Restrict non-essential visitors/volunteers.               <ul style="list-style-type: none"> <li>● Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc.</li> <li>● Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc.</li> </ul> </li> <li><input checked="" type="checkbox"/> Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been</li> </ul>	<p>Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only.</p>

exposed to COVID-19. [See table "Planning for COVID-19 Scenarios in Schools."](#)

- 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 this guidance.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following <a href="#">CDC guidelines for Face Coverings</a>. Individuals may remove their face coverings while working alone in private offices.</li> <li><input checked="" type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following <a href="#">CDC guidelines for Face Coverings</a>.</li> <li><input checked="" type="checkbox"/> If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:               <ul style="list-style-type: none"> <li>● Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;"                   <ul style="list-style-type: none"> <li>○ Students should not be left alone or unsupervised;</li> <li>○ Designated area or chair should be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use;</li> </ul> </li> <li>● Provide additional instructional supports to effectively wear a face covering;</li> <li>● Provide students adequate support to re-engage in safely wearing a face covering;</li> <li>● Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.</li> </ul> </li> <li><input checked="" type="checkbox"/> Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role.               <ul style="list-style-type: none"> <li>● <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> </li> </ul> <p><b>Protections under the ADA or IDEA</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> If any student requires an accommodation to meet the requirement for face coverings, districts and schools should limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:               <ul style="list-style-type: none"> <li>● Offering different types of face coverings and face shields that may meet the needs of the student.</li> <li>● Spaces away from peers while the face covering is removed; students should not be left alone or unsupervised.</li> <li>● 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;</li> <li>● Additional instructional supports to effectively wear a face covering;</li> </ul> </li> <li><input checked="" type="checkbox"/> For students with existing medical conditions and a physician's orders to not wear face coverings, or other health related concerns, schools/districts <b>must not</b> deny any in-person instruction.</li> <li><input checked="" type="checkbox"/> Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020.               <ul style="list-style-type: none"> <li>● If a student eligible for, or receiving services under a 504/IEP, <b>cannot</b> wear a face covering due to the nature of the disability, the school or district must:</li> </ul> </li> </ul>	<p><b>Protections under ADA or IDEA:</b></p> <p>The Sisters School District will ensure that any student who requires an accommodation to meet the requirement for face coverings, districts and schools should work to limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:</p> <ul style="list-style-type: none"> <li>● Offering different types of face coverings and face shields that may meet the needs of the student.</li> <li>● Spaces away from peers while the face covering is removed; students should not be left alone or unsupervised.</li> <li>● 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;</li> <li>● Additional instructional supports to effectively wear a face covering;</li> </ul> <p>For students with existing medical conditions; doctor's orders to not wear face coverings, or other health related concerns, The Sisters School District will comply with established IEP/504 plan prior to the closure of in-person instruction in March 2020.</p> <ul style="list-style-type: none"> <li>● If a student eligible for, or receiving services under a 504/IEP, <b>cannot</b> wear a face covering due to the nature of the disability, the school or district will:               <ol style="list-style-type: none"> <li>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.</li> <li>2. Placement determinations cannot be made due solely to the inability to wear a face covering.</li> <li>3. Plans should include updates to accommodations and modifications to support students.</li> </ol> </li> <li>● 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 will:</li> <li>● Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.</li> <li>● The team must determine that the disability is not prohibiting the student from meeting the requirement.               <ul style="list-style-type: none"> <li>○ 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,</li> <li>○ 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.</li> </ul> </li> <li>● Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited on-site</li> </ul>

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. Placement determinations cannot be made due solely to the inability to wear a face covering.
  3. Plans should include updates to accommodations and modifications to support students.
- 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 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 should work to limit the staff member’s proximity to students and staff to the extent possible to minimize the possibility of exposure.

instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.

The Sisters School District will consider child find implications for students who are not currently eligible for, or receiving services under, a 504/IEP who demonstrate an inability to consistently wear a face covering or face shield as required. 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.

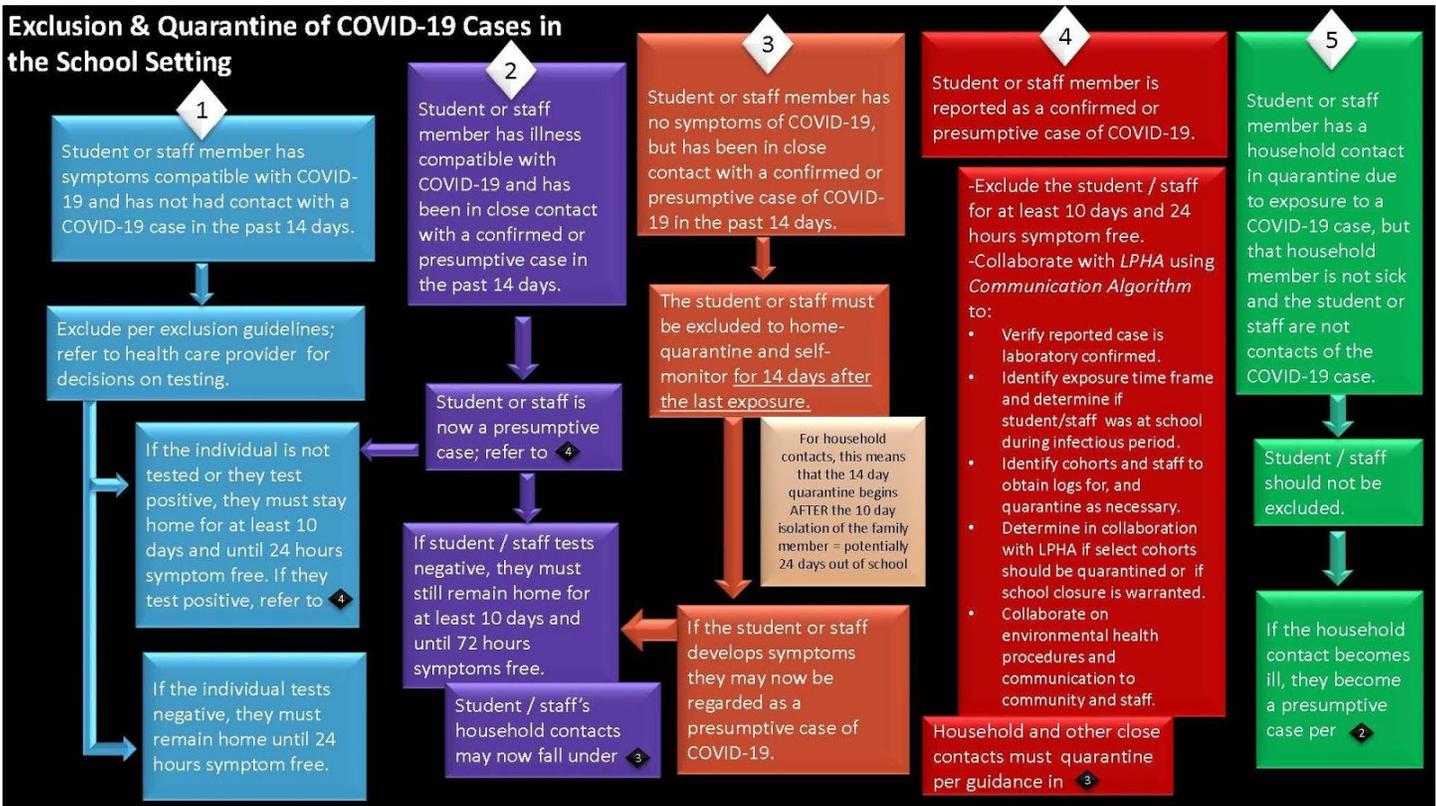
If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member’s proximity to students and staff to the extent possible to minimize the possibility of exposure.

### 1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.</p> <p><input checked="" type="checkbox"/> Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day.</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Consider required physical arrangements to reduce risk of disease transmission.</li> <li>● Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.</li> <li>● <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul>	<p>Our nurse will continue to collaborate with the other district school nurse and county officials to provide updates for plan and isolation measures taken to that point.</p> <ul style="list-style-type: none"> <li>● All students who become ill at school will remain at school supervised by staff until parents can pick them up in the designated isolation area (i.e., health room).           <ul style="list-style-type: none"> <li>● Student will be escorted to the office by the nurse and provided with a disposable medical grade facial covering.</li> <li>● Staff should wear a facial covering and maintain physical distancing, but never leave a child unattended.</li> </ul> </li> <li>● While exercising caution to maintain safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family.</li> <li>● Staff will maintain student confidentiality as appropriate.</li> <li>● Daily logs must be maintained containing the following:</li> </ul>

- ☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.
  - School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space.
  - After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol.
  - If able to do so safely, a symptomatic individual should wear a face covering.
  - To reduce fear, anxiety, or shame related to isolation, provide 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."](#)
- ☒ 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.
  - Name of students sent home for illness, cause of illness, time of onset; and
  - Name of students visiting the office for illness symptoms even if they are not sent home.
- Staff and students with known or suspected COVID-19, or [displaying COVID-19 symptoms per current OHA guidance, CDC guidance,](#) or LPHA guidance, cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school. The procedures and conditions for returning to school are outlined in the OHA/ODE guidelines.

## Exclusion & Quarantine of COVID-19 Cases in the School Setting



## 2. Facilities and School Operations

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

### 2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.</li> <li>☒ The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: <ul style="list-style-type: none"> <li>• The ADM enrollment date for a student is the first day of the student's actual attendance.</li> <li>• 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.</li> <li>• 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.</li> <li>• Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM.</li> </ul> </li> <li>☒ 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</li> </ul>	<ul style="list-style-type: none"> <li>• All students will be enrolled following the Oregon Department of Education guidelines.</li> <li>• No student will be dropped for non-attendance if they meet the following conditions: <ul style="list-style-type: none"> <li>○ Are identified as vulnerable, or otherwise considered to be part of a population vulnerable to infection with COVID-19</li> <li>○ Have COVID-19 symptoms for the past 14 days</li> </ul> </li> <li>• 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 our Cumulative ADM reporting.</li> <li>• When a student has a pre-excused absence or COVID-19 absence, the school will reach out to offer support at least weekly until the student has resumed their education.</li> </ul>

<p>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.</p> <ul style="list-style-type: none"> <li>☒ 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.</li> <li>☒ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.</li> <li>☒ When a student has a pre-excused absence or COVID-19 absence, the school district should reach out to offer support at least weekly until the student has resumed their education.</li> <li>☒ 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.</li> </ul>	<ul style="list-style-type: none"> <li>● If a student has stopped attending for 10 or more days, the district will continue to try to engage the student. The district will 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.</li> <li>● The district has attendance policies to account for students who do not attend in-person due to student or family health and safety concerns that are a part of the Comprehensive Distance Learning plan.</li> </ul>
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**2b. ATTENDANCE**

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ 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).</li> <li>☒ 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).</li> <li>☒ 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.</li> <li>☒ 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.</li> <li>☒ 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.</li> </ul>	<ul style="list-style-type: none"> <li>● Attendance will be taken daily on instructional days, taking into account staggered entrance when considering tardies.</li> <li>● Attendance policies and plans will encourage staff and students to stay home if someone in their house is sick.</li> <li>● Secretary will notify the principal when the absence rate has increased by 10% or more.</li> <li>● The district has attendance policies that are a part of the Comprehensive Distance Learning plan to include students in an online platform of learning.</li> <li>● In the Comprehensive Distance Learning plan, the school 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.</li> </ul>

**2c. TECHNOLOGY**

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li>☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.</li> </ul>	<ul style="list-style-type: none"> <li>● Each student will be assigned a Chromebook and instructed on appropriate sanitation and usage protocols.</li> <li>● Any device used for distance learning will be distributed and collected per the physical distancing requirements as stated in the Ready School, Safe Learners document.</li> <li>● SSD will review and update its Distance Learning practices and policies relating to connectivity, device management, technology assistance, privacy, communication, and distribution/retrieval procedures in order to be prepared to move to Comprehensive Distance Learning for a student, cohort class, or school.</li> <li>● SSD will support Comprehensive Distance Learning for families requesting an online option. These students will be supported by a classroom teacher through online and packet developed standard</li> </ul>

based instruction. Teachers will connect regularly with online students, ensure student engagement, and meet student and family needs.

## 2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ <b>Handwashing:</b> All people on campus should be advised and encouraged to wash their hands frequently.</li> <li>☒ <b>Equipment:</b> Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.</li> <li>☒ <b>Events:</b> 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.</li> <li>☒ <b>Transitions/Hallways:</b> Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.</li> <li>☒ <b>Personal Property:</b> Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Handwashing:</b> Provide age appropriate hand washing education, define appropriate times to wash hands, and provide hand sanitizer when hand washing is not available.</li> <li>● <b>Equipment:</b> All classroom supplies and PE equipment will be cleaned and sanitized before use by another student or cohort group. As much as possible, each student will be issued their own supplies and books to eliminate shared materials. As much as possible, each cohort will be assigned their own PE and recess equipment to minimize sharing between cohorts.</li> <li>● <b>Events:</b> Field trips that cannot meet the safety requirements will be designed virtually for the school year. All assemblies, special performances, school-wide parent meetings and other large gatherings will be cancelled or held in a virtual format if they cannot meet the OHA/ODE COVID safety requirements.</li> <li>● <b>Transitions/Hallways:</b> <ul style="list-style-type: none"> <li>○ Teachers will implement established physical distancing guidelines for classrooms and transitions that are consistent across the building. Students will be trained in physical distancing protocols.</li> <li>○ Time standing in lines will be minimized and six feet apart.</li> <li>○ Transitions will occur utilizing exterior doors as much as is practicable and when weather allows.</li> <li>○ When necessary to use hallways, staff will maintain 6 feet of distancing and only one cohort will occupy the hallway at a time.</li> </ul> </li> <li>● <b>Personal Property:</b> Each classroom will have a limit on the number of personal items brought into school. A full list of allowable items will be sent home prior to the start of school (refillable water bottles, jackets, tennis shoes). If personal items are brought to school, they must be labeled prior to entering school, and not shared with other students. All personal items are to be maintained within the classroom space.</li> <li>● <b>Restrooms:</b> Each cohort will have designated restrooms. The restrooms will be cleaned multiple times throughout the day.</li> </ul>

## 2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.</li> <li>☒ Create schedule(s) and communicate staggered arrival and/or dismissal times.</li> <li>☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li>☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. <ul style="list-style-type: none"> <li>● Eliminate shared pen and paper sign-in/sign-out sheets.</li> <li>● Ensure hand sanitizer is available if signing children in or out on an electronic device.</li> </ul> </li> <li>☒ Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.</li> </ul>	<p><b>Screening Students:</b> Students will be visually screened by the staff upon arrival. When the screening indicates that a student may be symptomatic, the student is directed to the office. *Follow established protocol from CDMP (see section 1a). Screening will include updating the cohort or individual student logs.</p> <p><b>Entry</b> <b>All Students and Cohorts</b></p> <ul style="list-style-type: none"> <li>● Each teacher/staff member will use a sign-in/sign-out protocol to help facilitate contact tracing. <ul style="list-style-type: none"> <li>● Staff will fill in the information and not allow a shared pen/paper.</li> <li>● Hand sanitizer will be available at reception to use in conjunction with arrival/dismissal and sign-in/sign-out.</li> </ul> </li> <li>● Handwashing stations or hand sanitizer dispensers will be placed near all entry doors and other high-traffic areas.</li> </ul>

- Share with families the need to keep drop-off/pick-up interactions as brief as possible.
- Mark specific areas and designate one-way traffic flow for transitions of traffic for vehicles and on-foot.
- Students will sanitize hands in classroom upon entry.

**Dismissal**

Cohort will dismiss as follows:

- Students will remain in their assigned cohort at the end of day until released by their teacher.
- Cohorts will be individually released both by a homeroom schedule and/or an announcement over the intercom one cohort at a time.
- Upon release all students in the cohort will go directly to their bus or departure point from campus.

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

**OHA/ODE Requirements**

- ☒ **Seating:** Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times.
- ☒ **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 should be 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.

**Hybrid/Onsite Plan**

- **Seating:** Schools will rearrange student desks and other seat spaces so that staff and student bodies are at least six feet apart to the maximum extent possible while still maintaining the 35 square feet per person; assign seating so students are in the same seat at all times.
- **Materials:** Each student will be assigned their own materials with their own designated materials storage whenever possible. Each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.). If needed to share, these items will be cleaned frequently. Hand sanitizer and tissues will be available for use by students and staff.
- **Hand Washing and Respiratory Etiquette:** Students will be reminded, through signage and regular reminders from staff, of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of and hands washed or sanitized immediately. Handwashing is recommended over sanitizing by the CDC. Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.
- **Furniture:** All upholstered furniture and soft seating will be removed from student accessibility prior to students return to the building.
- **Classroom Procedures:** Discontinue use of permanent restroom/hall passes and shared hard copy student sign-in/sign-out logs. Assign cubby or storage spaces for individual student belongings. All shared spaces (e.g. library and gymnasium) will be cleaned between cohort uses.
- **Libraries:** Staff will clean libraries and books prior to distribution. Schools will consider designating specific days/times for specific cohorts. Schools will create checkout and return procedures allowing books to be untouched for 72 hours and sanitized.
- **Seating:** Use visual aids (e.g., painter's tape, floor signs, etc.) to illustrate traffic flow, appropriate spacing, and assigned seating areas.
- **Environment:** When possible, schools will open windows or otherwise ventilate (through HVAC systems) the classroom before students arrive and after students leave, and while students are present if feasible. Staff will hold classes outside when possible and encourage students to spread out.



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

**OHA/ODE Requirements**

**Hybrid/Onsite Plan**

<ul style="list-style-type: none"> <li>☒ Keep school playgrounds closed to the public until park playground equipment and benches reopen in the community (see Oregon Health Authority’s <a href="#">Specific Guidance for Outdoor Recreation Organizations</a>).</li> <li>☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff.</li> <li>☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol.</li> <li>☒ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a>.</li> <li>☒ Cleaning requirements must be maintained (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li>☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements.</li> <li>☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).</li> <li>☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts.</li> <li>☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a>.</li> <li>☒ Limit staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults.</li> </ul>	<ul style="list-style-type: none"> <li>● Schools will keep school playgrounds closed to the general public until playground equipment and benches reopen in the community (see Oregon Health Authority’s Specific Guidance for Outdoor Recreation Organizations).</li> <li>● Only the 5th grade will utilize the playground.</li> <li>● Schools will remind students using the restroom, through signage and age-appropriate training, that they must wash hands with soap and water for 20 seconds. <u>Soap will be made available to students and staff in all restrooms.</u></li> <li>● Schools will designate playground and shared equipment solely for the use of one cohort at a time. <u>Playgrounds and outdoor recreation equipment will be cleaned at least daily, or as often as possible, in accordance with CDC guidance.</u> <ul style="list-style-type: none"> <li>○ Each grade level will be given a designated outdoor space for recess.</li> <li>○ These zones may also be utilized by classroom cohorts for instruction.</li> </ul> </li> <li>● Playground supplies: Schools will designate playground and shared equipment solely for the use of one cohort at a time. Playgrounds and outdoor recreation equipment will be cleaned at least daily, or as often as possible in accordance with CDC guidance: refer to section 3j.</li> <li>● Schools will provide signage and restrict access to outdoor equipment (including sports equipment, etc.).</li> <li>● Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before and after using playground equipment.</li> <li>● Playground / Recess activities will be planned to support physical distancing and maintain stable cohorts. This can include limiting the number of students on one piece of equipment, at one game, etc. <ul style="list-style-type: none"> <li>○ Activities that encourage physical distancing will be shared with cohorts.</li> </ul> </li> <li>● Given the lessened capacity for equipment use due to cohorting and physical distancing requirements, teachers will set expectations for shared use of equipment by students and will support students with schedules for when specific equipment can be used.</li> <li>● Elevator use is limited to one person at a time and signage must be posted.</li> </ul>
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## 2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Include meal services/nutrition staff in planning for school reentry.</li> <li>☒ Prohibit self-service buffet-style meals.</li> <li>☒ Prohibit sharing of food and drinks among students and/or staff.</li> <li>☒ 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.</li> <li>☒ Staff serving meals and students interacting with staff at mealtimes must wear face shields or face covering (see section 1h of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li>☒ Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after.</li> <li>☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).</li> <li>☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.</li> <li>☒ Adequate cleaning and disinfection of tables between meal periods.</li> </ul>	<ul style="list-style-type: none"> <li>● Students will eat breakfast and lunch in the cafeteria within their designated cohort space.</li> <li>● Schools will have closed campus meals to help reduce contact outside of cohorts and to improve contact tracing ability.</li> <li>● Grab and Go meals will be available at identified school sites on school days for students in hybrid or on-line learning environments. On site, meals will be delivered to scheduled locations.</li> <li>● Schools staff serving meals will wear face shields or face covering (see section 1h).</li> <li>● Students will be advised that they must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and will be encouraged to do so after.</li> <li>● When possible, Sisters School District schools will find alternate locations (e.g., classrooms) for eating meals, stagger meal times, restrict access to vending machines, limit use of communal serving utensils, establish non-contact payment methods.</li> <li>● Students will dispose of meal items in a scheduled cohort-by-cohort manner.</li> </ul>

<ul style="list-style-type: none"> <li>☒ Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.</li> </ul>	<ul style="list-style-type: none"> <li>● Desks / tables will be cleaned and sanitized after meals.</li> <li>● Staff will eat snacks and meals independently, or in a location that maintains 6 feet of distance between them and other staff.</li> </ul>
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## 2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service.</li> <li>☒ 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 <b>Ready Schools, Safe Learners</b> guidance).</li> <li>☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should be done at the time of arrival and departure.               <ul style="list-style-type: none"> <li>● If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student.                   <ul style="list-style-type: none"> <li>○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible.</li> <li>○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected.</li> </ul> </li> <li>● If arriving at school, notify staff to begin isolation measures.                   <ul style="list-style-type: none"> <li>○ If transporting for dismissal and the student displays an onset of symptoms, notify the school.</li> </ul> </li> </ul> </li> <li>☒ 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.</li> <li>☒ Drivers wear face shields or face coverings when not actively driving and operating the bus.</li> <li>☒ 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).</li> <li>☒ Face coverings or face shields for all students in grades Kindergarten and up following <a href="#">CDC guidelines</a> applying the guidance in section 1h of the <b>Ready Schools, Safe Learners</b> guidance to transportation settings.</li> </ul>	<p>SSD supports its own transportation services. We have 7 permanent drivers, 1 Lead Coordinator and 1 Director of Operations. Our transportation goals are to transport students according to ODE and the OHA Medical Covid guidelines.</p> <p>Each bus driver will be required to:</p> <ul style="list-style-type: none"> <li>● Passively, visually screen students for illness.</li> <li>● Maintain attendance logs for contact tracing. Students will be identified and documented by cohort bus assignments. This can be done at the time of arrival or departure.</li> </ul> <p>Each bus:</p> <ul style="list-style-type: none"> <li>● When possible, maintain three (3) feet of physical distance between passengers. Student passengers will be seated one student to a seat or household will be allowed to share a seat.</li> <li>● When possible, maintain six (6) feet of physical distance between the driver and passengers (except during boarding and in assisting those with mobility devices); reinforce this requirement by cordoning off seats as appropriate. The first seat behind the driver will be empty as feasible.</li> <li>● If needed, use physical partitions or visual cues (e.g., floor decals, colored tape or signs) to discourage students from standing and sitting within three (3) feet of other passengers, drivers and other transit employees on the bus. High seat backs act as a barrier.</li> <li>● Clean and sanitize buses between cohort routes.</li> <li>● Meet 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.</li> <li>● 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).</li> <li>● Drivers will wear a face covering while driving with students on board. (Face shield or mask).</li> <li>● Employee's students will continue established shuttle to and from their specific schools. Students will use their assigned bus; home to school and school to home.</li> </ul>

## 2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ 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 (<a href="#">CDC guidance</a>) environments, including classrooms, cafeteria settings and restrooms.</li> <li>☒ Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a>.</li> <li>☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.</li> <li>☒ 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</li> </ul>	<ul style="list-style-type: none"> <li>● Schools custodians and staff will clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day, per Cleaning and Disinfecting Plan. Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces in accordance with <a href="#">CDC guidance</a>.</li> <li>● Staff will maintain clean and disinfected (<a href="#">CDC guidance</a>) environments, including classrooms, cafeteria settings, restrooms, and playgrounds. Playgrounds and outdoor recreation equipment will be cleaned at least daily, or as often as possible, in accordance with <a href="#">CDC guidance</a>.</li> </ul>

- asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.
- ☒ Schools with HVAC systems should 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 should, to the extent possible, increase natural ventilation by opening windows and doors before students arrive and after students leave, and while students are present.
  - ☒ 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 should not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.
  - ☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.
  - ☒ Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see [CDC's guidance on disinfecting public spaces](#)).
  - ☒ Consider modification or enhancement of building ventilation where feasible (see [CDC's guidance on ventilation and filtration](#) and [American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance](#)).

- Staff will apply disinfectants safely and correctly following labeling directions as specified by the manufacturer and keep these products away from students.
- Schools will operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. Staff will not use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Staff will consider the need for increased ventilation in areas where students with special healthcare needs receive medication or treatments. Ventilation systems will be checked regularly.
- Where possible, staff will modify or enhance building ventilation (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance), as we are aware that air circulation and filtration are helpful factors in reducing airborne viruses.

## 2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ 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.</li> <li>☒ 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).</li> </ul>	<ul style="list-style-type: none"> <li>● Our school nurse or trained staff member will be on-site daily and will support plan implementation.</li> <li>● Schools will provide age appropriate hand hygiene, physical distancing and respiratory etiquette education to endorse prevention. District communications, in collaboration with the local health authority, will be provided to schools to share in newsletters and school signage.</li> <li>● Schools will adhere to OAR 581-022-2220 Health Services, which 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 healthcare needs.</li> <li>● Staff will participate in required health services related training to maintain health services practices in the school setting.</li> <li>● Staff will review 504 and IEP accommodations and IHP's to address vulnerable populations and have a plan for sustaining operations alongside COVID-19 specific planning (i.e., medication administration, diabetic care.)</li> <li>● Schools will work with SBHCs to potentially provide telehealth and COVID-19 testing services.</li> <li>● When a vaccine becomes available, Sisters School District Schools will work with the local health authority to provide space for vaccine clinics and nursing staff to aid in this work.</li> </ul>

## 2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☐ Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: <ul style="list-style-type: none"> <li>● Contact tracing</li> <li>● 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.</li> <li>● Quarantine of exposed staff or students</li> <li>● Isolation of infected staff or students</li> </ul> </li> </ul>	Not applicable

<ul style="list-style-type: none"> <li>● Communication and designation of where the “household” or “family unit” applies to your residents and staff</li> </ul> <p><input type="checkbox"/> Review and take into consideration <a href="#">CDC guidance</a> for shared or congregate housing:</p> <ul style="list-style-type: none"> <li>● Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible</li> <li>● Ensure at least 64 square feet of room space per resident</li> <li>● Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary;</li> <li>● Configure common spaces to maximize physical distancing;</li> <li>● Provide enhanced cleaning;</li> <li>● Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.</li> </ul>	
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**2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS**

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> In accordance with <a href="#">ORS 336.071</a> and <a href="#">OAR 581-022-2225</a> all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies.</p> <ul style="list-style-type: none"> <li>● At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires and safety threats.</li> <li>● Fire drills must be conducted monthly.</li> <li>● 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.</li> </ul> <p><input checked="" type="checkbox"/> Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill should be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.</p> <p><input checked="" type="checkbox"/> When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.</p> <p><input checked="" type="checkbox"/> Drills should not be practiced unless they can be practiced correctly.</p> <p><input checked="" type="checkbox"/> Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.</p> <p><input checked="" type="checkbox"/> If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year).</p> <p><input checked="" type="checkbox"/> Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.</p>	<p>In accordance with <a href="#">ORS 336.071</a> and <a href="#">OAR 581-022-2225</a> the school will instruct students on emergency procedures and practice drills on emergency procedures so that students and staff can respond to emergencies.</p> <ul style="list-style-type: none"> <li>● At least 30 minutes in each school month will be used to instruct students on the emergency procedures for fires and safety threats.</li> <li>● Fire drills will be conducted monthly.</li> <li>● 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 will be conducted two times a year.</li> </ul> <p>During fire drills (and all other safety drills), all cohort classes will be physically distanced during exit, recovery, and reentry procedures, only if they do not compromise the drill.</p> <ul style="list-style-type: none"> <li>● Safety drills at the start of the school year will be scheduled for cohorts of students (evacuation and lockdown) as appropriate.</li> <li>● Staff and students will follow distance requirements during exit of the building.</li> <li>● Re-entry to the building will be through an assigned entry point to reduce incidental contact.</li> </ul> <p>Staff will be trained on safety drills prior to students arriving on the first day on campus.</p> <p>Students will wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student’s demonstrated lagging skills.</p> <p><input checked="" type="checkbox"/> Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.</p> <p><input checked="" type="checkbox"/> Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain</p>	<p>The Sisters School District is committed to the practices of Collaborative Problem Solving and the use of de-escalation strategies. Staff have received and will continue to receive on-going professional development to support these practices. The District works to ensure the following:</p> <ul style="list-style-type: none"> <li>● Utilize 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.</li> </ul>

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.

- Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.
- Be proactive in planning for known behaviorally 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 20-21 school year.
- Establish proactive plans for daily routines to support self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and take place at times when the student is regulated and/or is not demonstrating challenging behaviors.
- Ensure staff are trained to support de-escalation and foster resilience to enable them to remain calm and able to support the students as well as other staff.
- Plan for the impact of behavior mitigation strategies on public health and safety:
  - Student elopement: If staff intervenes they will:
    - Use empathetic and calming verbal interactions to attempt to re-regulate the student without physical intervention.
    - Use least restrictive interventions to maintain physical safety for the student and staff.
    - Wash hands after close interaction.
    - Note the interaction on 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.

- 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.

**Protective Physical Intervention**

- ☒ Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the **Ready Schools, Safe Learners** guidance: Cleaning, Disinfection, and Ventilation).

- Ensure that spaces that are unexpectedly used to deescalate behaviors and appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.

**Protective Physical Intervention**

Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the **Ready Schools, Safe Learners** guidance: Cleaning, Disinfection, and Ventilation).



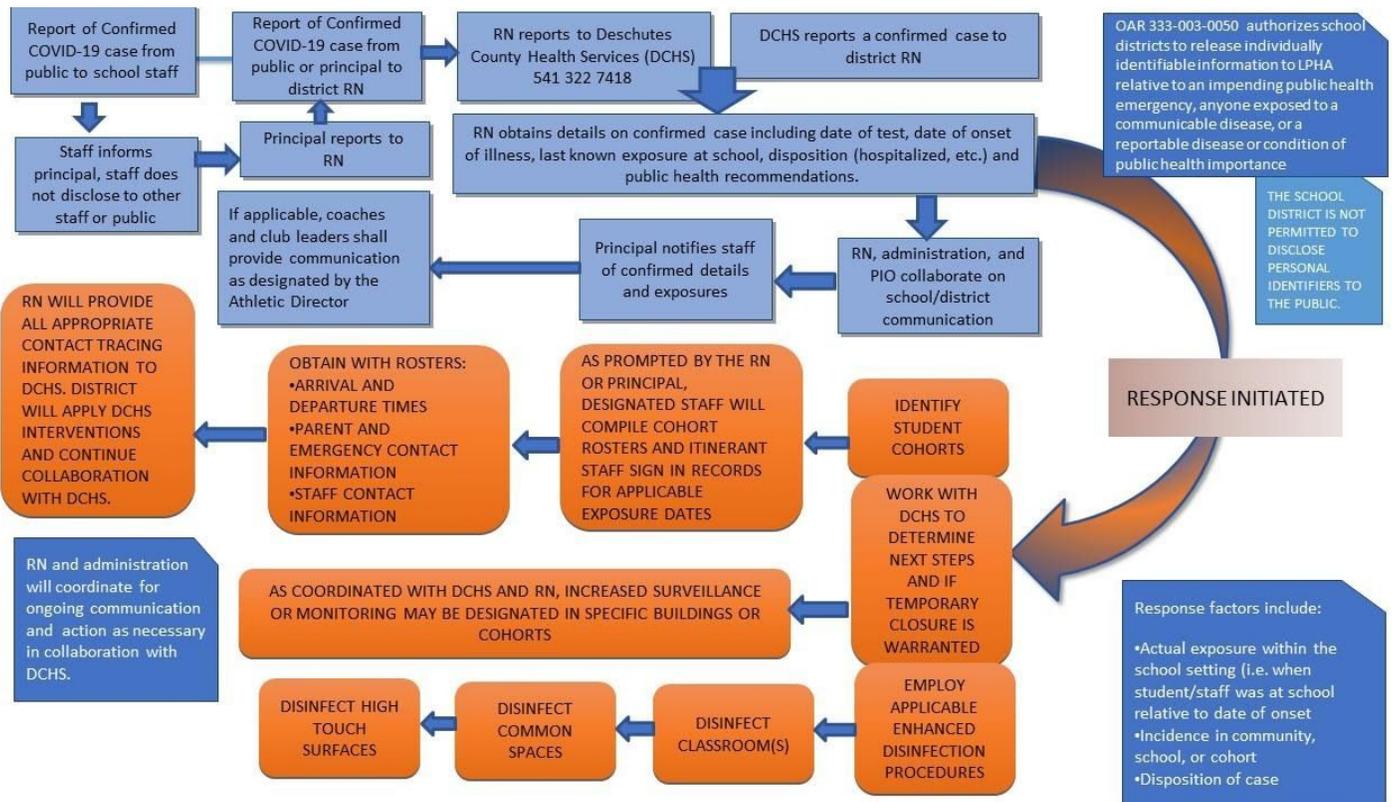
### 3. Response to Outbreak

#### 3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Review the "<a href="#">Planning for COVID-19 Scenarios in Schools</a>" toolkit.</li> <li>☒ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.</li> </ul>	<ul style="list-style-type: none"> <li>● Coordinate Communication with LPHA.</li> <li>● If the region impacted is in Deschutes County the DCHS will provide school-centered communication.</li> <li>● When cases are identified in SSD a response team should be assembled within the district and responsibilities assigned within the school district.</li> </ul>

#### 3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Review and utilize the "<a href="#">Planning for COVID-19 Scenarios in Schools</a>" toolkit.</li> <li>☒ Ensure continuous services and implement Comprehensive Distance Learning.</li> <li>☒ Continue to provide meals for students.</li> </ul>	<p>See <a href="#">SSD Pandemic Plan</a> (pdf)</p> <ul style="list-style-type: none"> <li>● Follow district COVID-19 Communication &amp; Response Algorithm--develop and provide link.</li> <li>● In the event of a closure, the district will initiate the Comprehensive Distance Learning Model and schedule</li> <li>● Daily end-of-day attendance report reviewed by School Nurse to identify increase in absentee rates.</li> <li>● Temporarily dismiss students attending in-person learning: potential shift to CDL for all students.</li> <li>● Provide clear communication with families regarding criteria that must be met in order for on-site instruction to occur.</li> </ul>



### 3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Review and utilize the <a href="#">“Planning for COVID-19 Scenarios in Schools”</a> toolkit.</li> <li><input checked="" type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow <a href="#">CDC guidance</a> for classrooms, cafeteria settings, restrooms, and playgrounds.</li> <li><input checked="" type="checkbox"/> When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.</li> </ul>	<ul style="list-style-type: none"> <li>● Plan instructional models that support all learners in CDL/Hybrid/On-Site Learning</li> <li>● Re-entry occurs when State/County metrics are met and in coordination with LPHA.</li> <li>● Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow <a href="#">CDC guidance</a> for classrooms, cafeteria settings, restrooms and playgrounds.</li> </ul>



## 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.*

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

- [Planning for COVID-19 Scenarios in Schools](#)

x We affirm that we cannot meet all of the collective requirements from ODE/OHA guidance related to the 2020-21 school year from:

- Sections 4, 5, 6, 7, and 8 of the [Ready Schools, Safe Learners](#) guidance,
- The [Comprehensive Distance Learning](#) guidance,
- The [Ensuring Equity and Access: Aligning Federal and State Requirements](#) guidance, and
- [Planning for COVID-19 Scenarios in Schools](#)

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

	<b>4. Equity</b>
	<b>5. Instruction</b>
	<b>6. Family, Community, Engagement</b>
	<b>7. Mental, Social, and Emotional Health</b>
	<b>8. Staffing and Personnel</b>

### Assurance Compliance and Timeline

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

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