



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 2/19/2021

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

1. Please fill out the following information for your school, district or program:

Information Needed	Your Response
Name of School, District or Program	Scotts Mills School, Silver Falls School District
Key Contact Person for this Plan	Kirstin Jorgenson, Principal
Phone Number of this Person	503-873-4394
Email Address of this person	jorgenson_kirstin@silverfalls.k12.or.us
Sectors and Position Titles of Those Who Informed the Plan	Kirstin Jorgenson, Principal Amanda Sloan, Secretary Suellen Nida, School Nurse Karen Steers, Teacher

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

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

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

	Gloria Wurdinger, Teacher Kori Hagler, Special Needs Assistant Robin Fournier, Parent Tricia Craig, Parent Madeline Jorgenson, Parent
Local Public Health Office(s) or Officer(s)	Marion County Health
Name of Person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Klirstin Jorgenson, Principal Helen Plov, Head Teacher
Intended Effective Date for This Plan	3/15/2021
Educational Service District Region	WESD

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.

Type your response here (take as much space as you need):

The Scotts Mills Blueprint Advisory Team coordinates with the Silver Falls School District to support the needs of our staff, students, and families for a safe return to campus in March 2021. Scotts Mills and SFSD parents and students were surveyed regarding their Distance Learning experiences; this feedback along with student engagement and achievement data will help inform our planning for the remainder of the 20-21 school year. The Scotts Mills Blueprint Advisory Team is a group representing administration (1), nursing (1), licensed (2) and classified (2) staff, and active parents (3) representing our diverse families. Our district will use a hybrid instructional model, with students attending on an A/B schedule, T/Th and W/F. Students receiving special services may attend for intervention/extension on their off days. In addition, the following occurred:

- Electronic survey in English and Spanish to all families the last week of school, June 8, 2020.
- Assigned all staff members to debrief in teams and take notes and share out to all staff the last week of school, June 8, 2020.
- Had teachers list families who struggled during Distance Learning and then had staff make personal phone calls to collect additional information.
- Our CARE Team developed lists of students who we believe may struggle next year in Distance Learning and began making plans for extra support next school year. This includes maintaining some contact over the summer to keep relationships strong.
- Numerous Parent Forums have been conducted in August and September, as well as in February, to inform and receive feedback.

3. Place an X next to the Instructional Model to be used
 - a. On-Site Learning
 - b. Hybrid Learning X
 - c. Comprehensive Distance Learning
4. If you selected Comprehensive Distance Learning, you only have to enter information for the three parts under the heading Requirements for Comprehensive Distance Learning Operational Blueprint.
5. If you selected On-Site Learning or Hybrid Learning, you have to enter information for all sections under the heading Essential Requirements for Hybrid/On-Site Operational Blueprint and [submit online](#), including updating when you are changing the Instructional Model.

* 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.

1. Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.
Type your response here (take as much space as you need):
2. In completing this portion of the Blueprint you are attesting that you have reviewed the [Comprehensive Distance Learning Guidance](#). Please name any requirements you need ODE to review for any possible flexibility or waiver.
Type your response here (take as much space as you need):
3. 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.
Type your response here (take as much space as you need):

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

ESSENTIAL REQUIREMENTS FOR HYBRID OR 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.

Requirements of each section of the guidance are listed under their corresponding heading in the RSSL document. After each set of requirements, there is a prompt where you must enter the details of your On-Site or Hybrid plan that corresponds to that section.

Advisory Health Metrics for Returning to In-Person Instruction (Section 0 of the RSSL Guidance)

Requirements for 0a. RETURNING TO IN-PERSON INSTRUCTION

- If your school is operating an On-Site or Hybrid Instructional Model, but is located in a county that does not meet the advisory metrics; that is, the county is not in the On-Site (Green) or On-Site and Hybrid (Yellow) column (Section 0b); the school must offer access to on-site testing for symptomatic students and staff identified on campus as well as those with known exposures to individuals with COVID. [See guidance from the Oregon Health Authority.](#)
- If your school is operating an On-Site or Hybrid Instructional Model, but is located in a county that does not meet the *advisory metrics* (Section 0b), the school must provide a Comprehensive Distance Learning Instructional Model option for students and families that choose to remain off-site. *For schools and districts that are required to comply with all sections (0-8) and supplements to this guidance, the remote option must comply with the requirements of the Comprehensive Distance Learning Instructional Model.* The school or district may determine the most beneficial way to staff this option, through partnership with other schools or ESDs or with staff who may be at more risk from COVID-19 or through other means.
- If your school is operating an On-Site or Hybrid Instructional Model and is located in a county that meets the *advisory metrics* (Section 0b), work with families to serve all students, even those in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.

Plan Details for 0a.

Please state which of the three scenarios above describes your school and then detail how your plan meets that requirement:

Scenario 1---You've registered with OHA and have tests.

Public Health Protocols (Section 1 of the RSSL Guidance)

Requirements for 1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

- Conduct a risk assessment as required by OSHA administrative rule [OAR 437-001-0744\(3\)\(g\)](#). (OSHA has developed a [risk assessment template](#))
- Implement measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building.
- Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the [Oregon School Nurses Association \(OSNA\) COVID-19 Toolkit](#).

- Review OSHA requirements for infection control plan to ensure that all required elements are covered by your communicable disease management plan, including making the plan available to employees at their workplace. Requirements are listed in OSHA administrative rule [OAR 437-001-0744\(3\)\(h\)](#).
 - OSHA has developed a sample [infection control plan](#).
- Designate a single point-person at each school to establish, implement, support and enforce all RSSL health and safety protocols, including face coverings and physical distancing requirements, consistent with the **Ready Schools, Safe Learners** guidance and other guidance from OHA. This role should be known to all staff in the building with consistent ways for licensed and classified staff to access and voice concerns or needs.
- Create a simple process that allows for named and anonymous sharing of concerns that can be reviewed on a daily and weekly basis by the designated RSSL building point-person. Example: Anonymous survey form or suggestion box where at least weekly submissions and resolutions are shared in some format.
- Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.
- Process and procedures established to train all staff in sections 1 - 3 of the **Ready Schools, Safe Learners** guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.
- Protocol to notify the local public health authority ([LPHA Directory by County](#)) of any confirmed COVID-19 cases among students or staff.
- Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas.
- Process to report to the LPHA any cluster of any illness among staff or students.
- Protocol to cooperate with the LPHA recommendations.
- Provide all logs and information to the LPHA in a timely manner.
- Protocol for screening students and staff for symptoms (see section 1f of the **Ready Schools, Safe Learners** guidance).
- Protocol to isolate any ill or exposed persons from physical contact with others.
- Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the **Ready Schools, Safe Learners** guidance).
- Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the [Oregon School Nurses Association COVID-19 Toolkit](#).
 - If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the **Ready Schools, Safe Learners** guidance), the daily log may be maintained for the cohort.
 - If a student(s) is not part of a stable cohort, then an individual student log must be maintained.
- Required components of individual daily student/cohort logs include:
 - Child's name
 - Drop off/pick up time
 - Parent/guardian name and emergency contact information

- All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student
- Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.
 - See supplemental guidance on LPHA/school partnering on [contact tracing](#).
 - Refer to [OHA Policy on Sharing COVID-19 Information](#)
- Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.
- Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.
- Designate a staff member and process to ensure that the school provides updated information regarding current instructional models and student counts and reports these data in [ODE's COVID-19 Weekly School Status](#) system.
- Protocol to respond to potential outbreaks (see section 3 of the *Ready Schools, Safe Learners* guidance).

Plan Details for 1a.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

[Silver Falls School District Risk Assessment \(Final\)](#)

[COVID-19 Infection Control Plan](#)

[SFSD COVID-19-Specific Communicable Disease Plan Update 2.4.21.pdf](#)

Refer to SFSD District Nursing and Maintenance/Custodial Plans

The Silver Falls School District follows the Communicable Disease Guidelines from the Oregon Department of Education and the Oregon Health Authority. The District is also guided by School Board Policies GBEB, JHCC, and GBEB/JHCC-AR.

Staff Responsible for implementation and support: Kirstin Jorgenson, Principal, Helen Plov, Head Teacher, Amanda Sloan, Secretary

Building point person will share an anonymous survey with staff weekly.

A shared google doc will be made available for questions.

Staff will have an opportunity to debrief daily the first 2 weeks of hybrid, and then once per week with a 3:15 pm check-in.

School Nurses: **Emily Ward RN, Suellen Nida RN, Geralyn Sheets RN, Leslie Kuhn RN**

District Team for District Wide Procedures and Protocols Building Team for Building Specific Procedures and Protocols

Re-opening Committees created to establish Procedures and Protocols: Blueprint, Schedule, and Orientation Teams.

Logs and Information will be retained in the school office.

Staff members will self-report. Students who arrive with or develop symptoms during the school day will be directed to the office for further screening and/or isolation.

Requirements for 1b. HIGH-RISK POPULATIONS

- Serve students in high-risk population(s) whether learning is happening through On-Site (*including outside*), Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.

Medically Fragile, Complex and Nursing-Dependent Student Requirements

- All districts must account for students who have health conditions that require additional nursing services. Oregon law ([ORS 336.201](#)) defines three levels of severity related to required nursing services:
 - Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.
 - Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.
 - Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.
- Review [Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEA During CDL and Hybrid](#).
- Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:
 - Communicate with parents and health care providers to determine return to school status and current needs of the student.
 - Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.
 - Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.
 - The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the [Oregon School Nurses Association](#).
 - Service provision should consider health and safety as well as legal standards.
 - Appropriate medical-grade personal protective equipment (PPE) should be made available to [nurses and other health providers](#).
 - Work with an interdisciplinary team to meet requirements of ADA and FAPE.
 - High-risk individuals may meet criteria for exclusion during a local health crisis.
 - Refer to updated state and national guidance and resources such as:
 - U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.
 - ODE guidance updates for Special Education. Example from March 11, 2020.
 - OAR 581-015-2000 Special Education, requires districts to provide ‘school health services and school nurse services’ as part of the ‘related services’ in order ‘to assist a child with a disability to benefit from special education.’

- OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.

Plan Details for 1b.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Refer to District Nursing Plan

The Supplemental guide will be reviewed and a copy kept in the office for reference.

Requirements for 1c. PHYSICAL DISTANCING

- Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require **use of all space** in the calculation. This also applies for professional development and staff gatherings. If implementing Learning Outside guidance, establish an outside learning space for learning that maintains minimum 35 square feet per person.
 - Within this design, educators should have their own minimum of 35 square feet and the design of the learning environment must allow for some ability for the educator to move through the room efficiently and carefully without breaking 6 feet of physical distance to the maximum extent feasible.
- Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.
- Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.
- Schedule modifications to limit the number of students in the building or outside learning space (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).
- Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.
- Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.

Plan Details for 1c.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

- Each class split into A and B cohorts based on last name
 - A Group will attend Tuesday/Thursday
 - B Group will attend Wednesday/Friday
- Class Rosters developed to have less than 12 students/teacher based on sq. footage of classroom and ability to have 6ft. between each person.

- Staff will maintain physical distancing in meetings, PD activities, or other gatherings. These will be held remotely when distancing is not possible.
- Students who are in building more than their 2 days/week for additional support will be grouped in a way to continue to support the cohort model.
- There will be a quiet space in the office or in the LRC for students who aren't wearing masks or maintaining social distancing.
- Remove extra furniture in order to create more space.
- Remove all fabric covered furniture, pillows, etc.
- Seating arrangements to maximize physical distancing and minimize physical interaction.
- Hallway passing will be staggered.
- Schedule will provide for minimal hallway traffic and no multiple classrooms in the hallway at same time.

Library

- Books will be Checked out online and delivered to classrooms

Additional Considerations

- SpEd and intervention services will be determined based on keeping students in cohorts and following guidelines required.
- Physical Education Instruction – We will create a schedule for the teacher to instruct students in the gym or outdoor space within the student's stable cohort. Sanitation time and practices will need to be built in the schedule.
- Students will not change for PE. They will be expected to come to school appropriately dressed to participate in PE.
- Our PBIS team, teachers, and support staff will provide instruction and ongoing support for students to maintain 6 feet of physical distancing. Posters, wall/floor markings, direct instruction, and re-direction as needed.

Requirements for 1d. COHORTING

- Where feasible, establish stable cohorts: groups shall be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff.
 - The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.
- During the school day, students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week⁴, unless the school is offering Learning Outside, then they must follow guidelines for cohorting in Learning Outside guidance. Schools must plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. Cohorts may change week-to-week, but must be stable within the educational week.
- Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the *Ready Schools, Safe Learners* guidance).
- Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.
- Cleaning and sanitizing surfaces (e.g., desks, dry erase boards, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.
- Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards⁵, and peers.
- Minimize the number of staff that interact with each cohort to the extent possible, staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.
- Elementary staff who interact with multiple cohorts (music, PE, library, paraprofessionals who provide supervision at recesses, etc.) should have schedules altered to reduce the number of cohorts/students they interact within a week. Consider having these staff engage via technology, altering duties so that they are not in close contact with students in multiple cohorts, or adjust schedules to reduce contacts.

Plan Details for 1d.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Stable Cohorts will include:

- Transportation Cohort: A stable bus cohort each day for AM and another for PM. Parent drop-off instruction will advise parents to remain in their vehicle.
- Classroom Cohort: Each classroom will be divided in half by last name and attend either A days (T/TH) or B days (W/F).
- Each of our cohorts, A and B, will be less than 75 people. Both LRC and Intervention pull-out will occur, with keeping students with their grade bands, K-2, 3-5, and 6-8.

⁴ The cohort limit is focused on the individual student's experience and their limit of 100 people includes every person they come into contact with in a cohort setting during the day, including staff. While the concept of cohorts and contact tracing still apply, the 100 person limit does not include contacts and cohorts outside the school day, such as transportation or after school program cohorts. There is not a limitation for staff in cohort size while care should be given to design and attention to the additional requirements.

⁵ Academic content standards refer to all of Oregon state academic standards and the Oregon CTE skill sets.

- All classrooms will follow a standard protocol for staggered use of the bathroom. There will be three outhouses for our middle school students use.
- Students will eat lunch in classrooms, not in the cafeteria as a large group.
- When possible, doors will be propped open, or held opened by staff members to avoid contact with high touch surfaces.

Daily Logs:

- With support of district protocols, daily logs will be completed in office.

Cleaning between student use:

- See custodial/maintenance plan.
- Students will have individual supply box and not share school supplies/manipulatives. If need to share, there will be protocol in place to clean between student use.

Staff schedules will minimize interaction between multiple cohorts.

Staff schedules will minimize interaction between multiple cohorts

Requirements for 1e. PUBLIC HEALTH COMMUNICATION AND TRAINING

- 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.
- Offer initial training to all staff prior to being in-person in any instructional model. Training could be accomplished through all staff webinar, narrated slide decks, online video, using professional learning communities, or mailing handouts with discussion. Training cannot be delivered solely through the sharing or forwarding information electronically or in paper copy form as this is an insufficient method for ensuring fidelity to public health protocols ([see section 8b](#) of the **Ready Schools, Safe Learners** guidance for specific training requirements). Note: Instructional time requirements allow for time to be devoted for professional learning that includes RSSL training.
- Post “COVID -19 Hazard Poster” and “Masks Required” signs as required by OSHA administrative rule [OAR 437-001-0744\(3\)\(d\) and \(e\)](#).
- Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19.
 - The definition of exposure is being within 6 feet of a person who has COVID-19 for at least 15 cumulative minutes in a day.
 - OSHA has developed a [model notification policy](#).
- Develop protocols for communicating immediately with staff, families, and the school community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.
- Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance.
- Provide all information in languages and formats accessible to the school community.

Plan Details for 1e.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

See District Nursing Plan

District Communications

Campus specific training

Signs will be posted at all classroom entry sites.

Continuing communication from SFSD and SM School

Vigilance supported by weekly staff and student family communications; Monday Notes/Jaguar Weekly

Requirements for 1f. ENTRY AND SCREENING

- Direct students and staff to stay home if they have COVID-19 symptoms. COVID-19 symptoms are as follows:
 - Primary symptoms of concern: cough, fever (temperature of 100.4°F or higher) or chills, shortness of breath, difficulty breathing, or new loss of taste or smell.
 - Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, new nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available [from CDC](#).
 - In addition to COVID-19 symptoms, students must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE [Communicable Disease Guidance for Schools](#).
 - Emergency signs that require immediate medical attention:
 - Trouble breathing
 - Persistent pain or pressure in the chest
 - New confusion or inability to awaken
 - Bluish lips or face (lighter skin); greyish lips or face (darker skin)
 - Other severe symptoms
- Diligently screen all students and staff for symptoms on entry to bus/school/outside learning space every day. This can be done visually as well as asking students and staff about any new symptoms or close contact with someone with COVID-19. For students, confirmation from a parent/caregiver or guardian can also be appropriate. Staff members can self-screen and attest to their own health, but regular reminders of the importance of daily screening must be provided to staff.
 - Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the **Ready Schools, Safe Learners** guidance) and sent home as soon as possible. [See table “Planning for COVID-19 Scenarios in Schools.”](#)
 - [Additional guidance](#) for nurses and health staff.
- Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. [See “Planning for COVID-19 Scenarios in Schools”](#) and the [COVID-19 Exclusion Summary Guide](#).
- Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication must be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. See the [COVID-19 Exclusion Summary Guide](#).
- Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.

Plan Details for 1f.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

District Communications

Campus Specific Informational Correspondence/Communication

Staff/Teacher Orientation training

District Framework---Building Implementation

See District Nursing Plan

Hand sanitizer at each entry.

Hand washing (sink and soap) in each classroom, office, and staff work room.

Classroom staff will implement hand washing and sanitizing routines in frequent intervals.

Requirements for 1g. VISITORS/VOLUNTEERS

- Restrict non-essential visitors/volunteers.
 - Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc.
 - Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc.
- Diligently screen all visitors/volunteers for symptoms and ask questions about symptoms and any close contact with someone diagnosed with COVID-19 upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See the [COVID-19 Exclusion Summary Guide](#).
- Visitors/volunteers must wash or sanitize their hands upon entry and exit.
- Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of the **Ready Schools, Safe Learners** guidance.

Plan Details for 1g.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

No visitors/volunteers. Essential visitors will be screened for symptoms, logged, and directed to proceed with guidance protocols.

Requirements for 1h. FACE COVERINGS, FACE SHIELDS, AND CLEAR PLASTIC BARRIERS

- Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers.
- Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers informed by [CDC guidelines for Face Coverings](#). Individuals may remove their face coverings while working alone in private offices or when separated by more than 6 feet in outside learning spaces. Face shields are an acceptable alternative only when a person has a

medical condition that prevents them from wearing a mask or face covering, when people need to see mouth and tongue motions in order to communicate, or when an individual is speaking to an audience for a short period of time and clear communication is otherwise not possible.

- Face coverings or face shields for all students in grades Kindergarten and up following [CDC guidelines for Face Coverings](#). Face shields are an acceptable alternative only when a student has a medical condition that prevents them from wearing a mask or face covering, or when people need to see the student's mouth and tongue motions in order to communicate.
- Face coverings should be worn both indoors and outdoors, including during outdoor recess.
- Group mask breaks" or "full classroom mask breaks" are not allowed. If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:
 - Provide space well 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 or less "sensory break;"
 - Students must not be left alone or unsupervised;
 - Designated area or chair must be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use;
 - Provide additional instructional supports to effectively wear a face covering;
 - Provide students adequate support to re-engage in safely wearing a face covering;
 - Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.
- Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses shall also wear appropriate Personal Protective Equipment (PPE) for their role.
 - [Additional guidance](#) for nurses and health staff.

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

- If any student requires an accommodation to meet the requirement for face coverings, districts and schools must limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:
 - Offering different types of face coverings and face shields that may meet the needs of the student.
 - Spaces away from peers while the face covering is removed; students must not be left alone or unsupervised.
 - Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease.
 - Additional instructional supports to effectively wear a face covering.
- For students with existing medical conditions and a physician's orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny any in-person instruction.
- Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020, or the current plan in effect for the student if appropriately developed after March of 2020.
 - If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school or district must:
 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments.

2. Not make placement determinations solely on the inability to wear a face covering.
 3. Include updates to accommodations and modifications to support students in plans.
- For students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:
 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan.
 2. The team must determine that the disability is not prohibiting the student from meeting the requirement.
 - If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,
 - If a student’s 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student’s plan prior to providing instruction through Comprehensive Distance Learning.
 3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.
 - For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.
 - If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools shall work to limit the staff member’s proximity to students and staff to the extent possible to minimize the possibility of exposure.

Plan Details for 1h.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Staff can access PPE supplies in the school office or classroom.

Face coverings or face shields will be provided by the District. Face shields may be worn in place of face coverings only for medical conditions, communication needs, or in approved instructional settings.

Face coverings or face shields are required at school and on the bus for all students in grades Kindergarten and up following CDC guidelines for face coverings.

Face coverings will be worn indoors at all times, and outdoors (including recess) when consistent distancing cannot be maintained. Cohorts will not take “group mask breaks”.

Students will receive ongoing positive support related to masks and distancing. Individual student mask breaks will be taken outdoors with adult supervision if needed.

School nurses or staff providing First Aid will wear appropriate PPE.

School nurses or staff providing First Aid will wear appropriate PPE.

Case by case accommodations with support of SFSD District PPE plan

Appropriate accommodations observed where accommodations are determined as required. All IEP/504 Plans will be in full compliance.

IEP or 504 referral procedures

District PPE Plan

Requirements for 1i. ISOLATION AND QUARANTINE

- 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.
- Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. See the [COVID-19 Exclusion Summary Guide](#).
 - Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. Consider if and where students and staff will be isolated during learning outside. Create a comfortable outdoor area for isolation or follow plan for in building isolation.
 - Consider required physical arrangements to reduce risk of disease transmission.
 - Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.
 - [Additional guidance](#) for nurses and health staff for providing care to students with complex needs.
- Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school or outside learning space, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.
 - School nurses and health staff in close contact with symptomatic individuals (less than 6 feet) must wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual must be properly removed and disposed of prior to exiting the care space.
 - After removing PPE, hands shall be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol.
 - If able to do so safely, a symptomatic individual shall wear a face covering.
 - To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.
- Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.

- Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in [“Planning for COVID-19 Scenarios in Schools.”](#)
- Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).
- Record and monitor the students and staff being isolated or sent home for the LPHA review.
- The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine.

Plan Details for 1i.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Staff members will self-report. Students who arrive or develop symptoms during the school day will be escorted immediately to the office to see the office staff, or school nurse if available for further screening and isolation if necessary.

The current health room has been designated as the quarantine room for staff and students who are symptomatic. This space can be easily closed off and not a main walkway, and is directly connected to the office.

Symptomatic students will remain at school in quarantine until a designated adult can pick them up. Staff will be assigned to supervise and monitor students who are symptomatic and will need to maintain at least six feet of distance and wear proper PPE. Students will receive routine First Aid treatment and medication in their cohort classroom.

Students with complex health or medication needs (per protocol) will be cared for in the office. All controlled substances will be maintained in a locked cabinet in the office.

Logs will be maintained for every student who enters the health room, regardless of whether they are treated or sent home. Logs will include: Name, reported symptoms, and action taken.

The current staff room has been designated as the quarantine room for staff and students who are symptomatic. This space has a door directly to outside for parent pick-up, and an adjacent room for a staff member to monitor.

Contact District Office for support as needed

The district will provide educational materials to include email and social media, posters, and regular reminders to families of both the symptoms of COVID-19 and the need to stay home/keep students home in the event those symptoms are or have recently been present in any household member.

See District Nursing Plan

Distance learning will be available for students or cohorts who are required to quarantine off-site.

Facilities and School Operations (Section 2 of the RSSL Guidance)

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).

Requirements for 2a. ENROLLMENT

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

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

Plan Details for 2a.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Scotts Mills office staff will follow standard ODE guidelines for student enrollment.

SFSD will not disenroll any students for non-attendance. Students who are not able to attend due to health and risk issues will have a personalized learning plan and maintain enrollment.

Our Principal, secretary, and teachers will work together with family to try to engage the student and family.

Follow district enrollment policies.

All SFSD schools will adhere to ODE guidance for off-site placement attendance rules.

Our Principal, secretary, and teachers will work together with family to support the student.

Personalized Learning Plan

Requirements for 2b. ATTENDANCE

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

- Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).
- Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).
- Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present.
- Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance.
- Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.

Plan Details for 2b.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Follow current SFSD attendance practice

Follow current SFSD attendance practice

N/A for Scotts Mills School

N/A for Scotts Mills School

PBIS/CARE Team support as well as communication from classroom teacher.

Requirements for 2c. TECHNOLOGY

- Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the **Ready Schools, Safe Learners** guidance).
- Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.
- If providing learning outside and allowing students to engage with devices during the learning experiences, provide safe charging stations.

Plan Details for 2c.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

District – owned devices are assigned to individual students and staff members and automatically connect to wireless signal. Additional mobile devices (iPads K-2 and Chromebooks 3-12) and hardware (Cellular WiFi hotspots and additional charging

cables) were purchased. Technology tubs with spare charging cables are provided for each classroom with cleaning instructions and alcohol wipes.

District-owned mobile devices are checked-in and out using the Library inventory process (devices are treated the same as books in Follett Destiny Integrated Library System). Check-out and in occur on designated days (drive-through style pickup at each school) and staff wear masks, gloves, and follow social distancing guidelines. Charging carts are used to safely transport and store devices in central locations (library) when devices are not checked out. Checked in hardware is stored for a week and device inventory is maintained electronically in Destiny using a barcode scanner. Staff wear masks, gloves, and follow social distancing guidelines. New and replacement devices are checked out as needed while hardware repairs are made.

Outside Learning is not a regular practice at Scotts Mills..

- Each school has been provided with enough devices to support 1:1 learning, so normally each student should only be working with their own device
- In the case of temporarily loaned equipment, devices should be wiped down after the student is done using it for the day with a sanitizing wipe containing 60% or greater alcohol content
 - The Tech Dept currently has a large inventory of appropriate sanitizing wipes that will be distributed to schools before hybrid/onsite learning begins
 - Recommend that the staff checking out/in loaner devices wipe down the device upon return from students
- Initial device distribution was completed at each individual school by checking out devices to students using Destiny Library Management System (LMS)
- Recommend continuing this practice, essentially treating the devices like library books, while maintaining appropriate physical distancing
 - Devices that require repair should be checked back in to the Destiny LMS, noting the damage and a loaner device should then be checked out to the student in the interim
 - Recommend using the existing mail courier system to deliver devices to the Tech Dept for repair/replacement
- Device charging
 - Recommend that expectations are set with students and guardians that devices are charged overnight at home and brought to school ready for use
 - Recommend that device chargers are left at home to avoid loss and facilitate overnight charging
 - Tech Dept will work with individual schools to acquire enough spare device chargers and/or charging stations to accommodate students with discharged devices
- Recommend devices scheduled for outdoor use have a charged battery beforehand, which may necessitate students placing their assigned device in a charging station and checking out a loaner device from the school, obviating the need for outdoor charging stations
- Recommend avoiding device usage outside during inclement weather

Requirements for 2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

- **Handwashing:** All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer.

- **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.
- **Events:** Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.
- **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.
- **Personal Property:** Establish policies for identifying personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.).

Plan Details for 2d.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

- **Handwashing:** Hand washing protocol will be in place for all staff and students. Staff will be required to wash hands or use hand sanitizer before and after they work with a different cohort. We will have hand sanitizer stations throughout common areas of building.
- **Equipment:** Each cohort will have their own recess equipment. All equipment will be sanitized between cohorts.
- **Events:** Follow OSAA Guidelines for Athletic/Activity Practices and Competitions. Modify all events to meet social distance and cohort requirements. If appropriate modifications cannot be made, cancel events.
- **Transitions/Hallways:** Daily schedule will limit transitions and multiple cohorts in hallway at one time.
- **Personal Property:** All personal items are to be labeled and kept in the physical presence of the student. (Physical presence may include chair pocket, backpack, or personal classroom tub.) If community supplies are used, they must be sanitized between uses.

Requirements for 2e. ARRIVAL AND DISMISSAL

- Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.
- Create schedule(s) and communicate staggered arrival and/or dismissal times.
- Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the **Ready Schools, Safe Learners** guidance).
- Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern.
 - Eliminate shared pen and paper sign-in/sign-out sheets.
 - Ensure hand sanitizer is available if signing children in or out on an electronic device.
- Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible 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.

Plan Details for 2e.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Arrival:

- Each cohort will be assigned an entrance point to the school.
- Students will go directly to their classroom thru their assigned entry.
- Classroom teachers will greet students at the classroom door, to visually screen students for illness. Staff will follow entry and screening procedures and wear face covering during screening.
- Hand sanitizing stations will be placed at entry for students to use or process to wash as they enter their classroom.
- Create a schedule to stagger parent drop-off/pick up with school buses.

Dismissal:

- Students will remain in their assigned cohort until dismissed by intercom—bus riders will be dismissed first, and then pick-up/walkers.
- Each student dismissed individually.
- Parents will be asked to stay in vehicle for pick-up and time will be staggered with buses.
- Hand sanitizer stations will be placed at each exit point.
- Clear signage will be posted.

Sign-in/Out Procedures

- Students entering or leaving at times other than arrival/dismissal will use main building.
- Arrivals greeted at door by staff and let thru gate to reduce traffic.
- All tracking of sign-in/out handled by office staff to reduce sharing of pen/paper.

District Maintenance will provide hand sanitizing stations at each entry point and other common areas.

Requirements for 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

- **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 shall 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.

Plan Details for 2f.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

- **Seating:** Student desks/tables will be spaced at least six feet apart; students will always use a single assigned seat. All classrooms will be fitted with individual student desks, or tables with “sneeze-guard” plexiglass barriers installed.
- **Materials:** Students will have personal storage spaces for their belongings. Teachers will limit sharing of community supplies. If needed to share, the items will be cleaned between each use. Hand sanitizer and wipes will be available for use by students and staff.
- **Handwashing:** Age-appropriate signage will be posted at sinks and handwashing stations to remind students (and staff) of effective practices. Nurses and teachers will design and deliver regular reminders for handwashing and respiratory etiquette.
- ***Furniture:** All upholstered furniture and area carpets will be removed from the school.
- ***Procedures:** Rooms and hallways will have visual aids to illustrate traffic flow, correct spacing, and seating areas. Cubbies or similar dedicated storage space will be used for individual student belongings.

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

- Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority’s [Specific Guidance for Outdoor Recreation Organizations](#)).
- After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. For learning outside if portable bathrooms are used, set up portable hand washing stations and create a regular cleaning schedule.
- Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.
- Designate playground and shared equipment solely for the use of one cohort at a time. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment (balls, jump ropes, etc.) should be cleaned and disinfected at least daily in accordance with [CDC guidance](#).
- Cleaning requirements must be maintained (see section 2j of the *Ready Schools, Safe Learners* guidance).
- Maintain physical distancing requirements, stable cohorts, and square footage requirements.
- Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).
- Design recess activities that allow for physical distancing and maintenance of stable cohorts.
- Clean all outdoor equipment at least daily or between use as much as possible in accordance with [CDC guidance](#).
- Limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms, break rooms, and elevators by limiting occupancy or staggering use, maintaining six feet of distance between adults. Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable space, understanding that tables and room set-up will require use of all space in the calculation. Note: The largest area of risk is adults eating together in break rooms without face coverings.

Plan Details for 2g.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Follow current state or county guidance regarding public use of school facilities.

In addition to the student washing their hands in the restroom, staff and students will wash hands with soap and water upon returning to classroom after bathroom use.

All students will sanitize their hands before and after recess. Sanitizing stations are located at every doorway and common space.

Recess breaks are staggered to limit the number of student cohorts using the playground at any time.

Shared equipment (balls, jump ropes, hula hoops, etc.) is cleaned and disinfected daily.

All play structures are disinfected daily.

District Maintenance Plan

Hybrid schedule district wide to control cohorts, square footage, and social distancing requirements.

Follow current state or county guidance regarding public use of school facilities. Signage will be posted appropriately.

Playworks team and building physical education teams will develop activities to rotate as appropriate at each site.

Scotts Mills custodians will disinfect outdoor play structures daily. Staff assigned to each class cohorts will clean their own separate play equipment (balls, jump ropes, hula hoops, etc) between use.

Number of staff gathering in shared spaces is limited to ensure adequate distancing.

Copy/Work Room: 3

Office/Supply Room: 4

Health Room: 2

Requirements for 2h. MEAL SERVICE/NUTRITION

- Include meal services/nutrition staff in planning for school reentry.
- Prohibit self-service buffet-style meals.
- Prohibit sharing of food and drinks among students and/or staff.
- At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack.
- Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h of the ***Ready Schools, Safe Learners*** guidance). Staff must maintain 6 feet of physical distance to the greatest extent possible. If students are eating in a classroom, staff may supervise from the doorway of the classroom if feasible.
- Students and staff must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and shall be encouraged to do so after.
- Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).
- Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.
- Adequate cleaning and disinfection of tables between meal periods.
- Since staff must remove their face coverings during eating and drinking, limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms and break rooms by limiting occupancy or staggering use. Consider staggering times for staff breaks, to prevent congregation in shared spaces. Always maintain at least six feet of physical distancing and establish a minimum of 35 square feet per person when determining room

capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. Wear face coverings except when eating or drinking and minimize time in spaces where face coverings are not consistently worn.

Plan Details for 2h.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

[Meal service options and scenarios \(1\).pdf](#)

Sodexo Plan

Cafeteria is available in the morning for students who want breakfast. Students will bring a sack lunch or be provided one.

Follow current practice of not sharing food/drinks, or utensils during lunch.

Cohort grade band groups will walk to the cafeteria to eat lunch. Staff will monitor physical distancing and masks throughout this process.

Breakfast and lunch will be eaten in the cafeteria. If weather permits, lunch will be encouraged to take place outside.

Students will wash hands before/after meals.

All staff and students will wear masks unless they are eating during the lunch time.

Classroom teachers will facilitate handwashing before and after meals/snacks. This will happen in the classroom whenever possible.

Scotts Mills staff will be responsible for cleaning and sanitizing any items between stable cohorts.

Staff will follow physical distancing requirements as well as posted occupancy requirements for shared spaces during lunch.

Staff lunch/break schedules will be staggered to limit the number of people needing those spaces.

Requirements for 2i. TRANSPORTATION

- Include transportation departments (and associated contracted providers, if used) in planning for return to service.
- Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the ***Ready Schools, Safe Learners*** guidance).
- Staff must use hand sanitizer (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle. Gloves are not recommended; hand sanitizer is strongly preferred. If hand sanitizer is not available, disposable gloves can be used and must be changed to a new pair before helping each child.
 - Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This must be done at the time of arrival and departure.

- If a student displays COVID-19 symptoms, provide a face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student.
 - The symptomatic student shall be seated in the first row of the bus during transportation, and multiple windows must be opened to allow for fresh air circulation, if feasible.
 - The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected.
- If arriving at school, notify staff to begin isolation measures.
 - If transporting for dismissal and the student displays an onset of symptoms, notify the school.
- Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.
- Per federal guidance, drivers must wear properly fitting face coverings at all times. A face shield or goggles may be worn to supplement a properly fitting face covering. Please refer to [the CDC order](#).
- Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).
- Face coverings for all students, applying the guidance in section 1h of the **Ready Schools, Safe Learners** guidance to transportation settings. This prevents eating while on the bus.
- Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible.

Plan Details for 2i.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Durham School Services
 807 Jefferson St
 Silverton, OR 97381

CSC management will work with the customer to determine maximum vehicle capacity, social distancing practices on the vehicle and passenger use of PPE. Procedures will be developed by CSC staff to implement the plans developed in partnership with the customer.

Buses will be sanitized in between picking up different cohort groups and at the end of each route.

We will eliminate the use of the first row of seats on a bus, and the front passenger seat in a car/van/truck.

Students will be seated 3 feet apart at all times.

Hand sanitizer will be available on the vehicle where allowed by federal, state and local regulations, and with the consent of the customer.

Employees are provided and required to wear a new disposable face covering each day. Masks will be worn by employees while working and interacting with passengers during loading, unloading and

interacting with passengers. Drivers may remove their mask where it presents a safety hazard while driving the vehicle and facing forward (not interacting with passengers).

When performing tasks on the bus where social distancing is not possible (during the loading and securing wheelchair passengers, securing students in car seats and assisting with passenger seatbelts) employees will be provided a face shield as a barrier in addition to face masks for use during these procedures. *Face shields are not to be worn while operating a vehicle*

Requirements for 2j. CLEANING, DISINFECTION, AND VENTILATION

- Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected ([CDC guidance](#)) environments, including classrooms, cafeteria settings and restrooms. Provide time and supplies for the cleaning and disinfecting of high-touch surfaces between multiple student uses, even in the same cohort.
- Outdoor learning spaces must have at least 75% of the square footage of its sides open for airflow.
- Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment should be cleaned and disinfected at least daily in accordance with [CDC guidance](#).
- Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.
- To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.
- Schools with HVAC systems must evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems shall, to the extent possible, increase natural ventilation by opening windows and interior doors before students arrive and after students leave, and while students are present. Do not prop open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed.)
- Schools with HVAC systems should ensure all filters are maintained and replaced as necessary to ensure proper functioning of the system.
- All intake ports that provide outside air to the HVAC system should be cleaned, maintained, and cleared of any debris that may affect the function and performance of the ventilation system.
- Consider running ventilation systems continuously and changing the filters more frequently. Do not use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans must not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.
- Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.

- Facilities must be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see [CDC's guidance on disinfecting public spaces](#)).
- Consider modification or enhancement of building ventilation where feasible (see [CDC's guidance on ventilation and filtration](#) and [American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance](#)).

Plan Details for 2j.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

[SFSD- COVID 19 Ventilation Flow Chart.pdf](#)

[SILVER FALLS SCHOOL DISTRICT AIR QUALITY AND VENTILATION PLAN – Section 2j](#)

[COVID 19 GUIDANCE FOR DISINFECTING AND SANITIZING PROCECURES 3.2.21.docx](#)

School staff will follow CDC guidance to clean, sanitize, and disinfect surfaces. Drinking fountains will be used for bottle-fill only. Class cohorts will have their own playground equipment, supplies, and materials.

We do not plan to create outdoor learning spaces at Scotts Mills.

Play structures will be cleaned daily by custodial staff.

Shared equipment will be cleaned and disinfected between cohort group use.

All Disinfectants used will be EPA approved and registered. Application of these disinfectants will be in accordance and strictly follow all instructions and guidelines for safe use on labels, and Safety Data Sheets.

See Building/District Maintenance Plan

We have outdoor hallways, and teachers will be encouraged to leave doors and windows open

Facilities will be cleaned and disinfected nightly, as well as frequently throughout the course of each school day as outlined in the District COVID19 Disinfection Plan which is an attachment to this document.

All spaces will be evaluated, adjusted or modified wherever feasible in order to increase outdoor ventilation into spaces. Filtration systems will be monitored, and changed more frequently, particularly in areas occupied by medically fragile students, but will be changed at least quarterly throughout the year.

Requirements for 2k. HEALTH SERVICES

- OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs.
- Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).

Plan Details for 2k.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

See District Nursing Plan

Requirements for 2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

- Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach:
 - Contact tracing
 - The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies.
 - Quarantine of exposed staff or students
 - Isolation of infected staff or students
 - Communication and designation of where the “household” or “family unit” applies to your residents and staff
- Review and take into consideration [CDC guidance](#) for shared or congregate housing:
 - Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible
 - Ensure at least 64 square feet of room space per resident
 - Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary;
 - Configure common spaces to maximize physical distancing;
 - Provide enhanced cleaning;
 - Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.

Exception

- K-12 boarding schools that do not meet the Advisory Metrics (Section 0 of the **Ready Schools, Safe Learners** guidance) may operate, in consultation with their Local Public Health Authority, provided that:
 - They have a current and complete RSSL Blueprint and are complying with Sections 1-3 of the **Ready Schools, Safe Learners** guidance and any other applicable sections, including Section 2L of the **Ready Schools, Safe Learners** guidance.
 - The school maintains a fully-closed residential campus (no non-essential visitors allowed), and normal day school operations are only offered remotely through distance learning.
 - There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.
 - Less than 10% of staff, employees, or contracts (in total) are traveling to or from campus. Staff in this designation will:
 - Limit travel to essential functions.
 - Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19.
 - Any boarding students newly arriving to campus will either:
 - Complete a quarantine at home for 14 days* prior to traveling to the school, OR

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

Plan Details for 2l.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

N/A

Requirements for 2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

- In accordance with [ORS 336.071](#) and [OAR 581-022-2225](#) all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies.
 - At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats.
 - Fire drills must be conducted monthly.
 - Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year.
 - Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year.
- Drills can and should be carried out as close as possible to the procedures that would be used in an actual emergency. For example, a fire drill must be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.
- When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.
- Drills shall not be practiced unless they can be practiced correctly.
- Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.
- If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year).
- Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.

Plan Details for 2m.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

All Scotts Mills students will receive appropriate instruction on emergency procedures, including fire and earthquake drills conducted as close to actual as possible as long as COVID-19 safety measures do not compromise

Fire, earthquake, and other emergency drills will all be easily completed in 15 minutes or less.

Staff will review drill requirements prior to return to hybrid.

Two fire drills will be conducted each month.

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

- Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills.
- Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.
- Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.
- Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.

Plan Details for 2n.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

PBIS Team and Schoolwide Practices

Scotts Mills has 4 staff that are Mandt certified.

Requirements for 2o. PROTECTIVE PHYSICAL INTERVENTION

- Reusable Personal Protective Equipment (PPE) must be cleaned and disinfected following the manufacturer's recommendation, after every episode of physical intervention (see section 2j. Cleaning, Disinfection, and Ventilation in the *Ready Schools, Safe Learners* guidance). Single-use disposable PPE must not be re-used.

Plan Details for 2o.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

See District Nursing Plan

Response to Outbreak (Section 3 of the RSSL Guidance)

Requirements for 3a. PREVENTION AND PLANNING

- Review the "[Planning for COVID-19 Scenarios in Schools](#)" toolkit.
- Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.

Plan Details for 3a.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

See District Nursing Plan

Sodexo (SFSD Food Service provider)

Requirements for 3b. RESPONSE

- Review and utilize the "[Planning for COVID-19 Scenarios in Schools](#)" toolkit.
- Ensure continuous services and implement Comprehensive Distance Learning.
- Continue to provide meals for students.

Plan Details for 3b.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

District Nursing Plan

Requirements for 3c. RECOVERY AND REENTRY

- Review and utilize the "[Planning for COVID-19 Scenarios in Schools](#)" toolkit.
- Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow [CDC guidance](#) for classrooms, cafeteria settings, restrooms, and playgrounds.
- 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.

Plan Details for 3c.

Please enter the details of your On-Site or Hybrid plan that correspond to the requirements listed above:

Clean, sanitize, and disinfect surfaces (e.g. desktops, door handles, sink handles, water bottle filling stations, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms and common areas.

Students will return on an A/B rotating schedule in order to control social distancing and maintain cohorts.

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.

Let us know whether statement 1 or statement 2 applies to your school plan by typing “Yes” after the prompt that follows the correct statement:

1. 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](#)

Does statement 1 apply to your school? Yes

2. 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.

Does statement 2 apply to your school? No

Assurance Compliance and Timeline

If a district/school cannot meet any of the requirements from the sections listed below, provide a plan and timeline to meet the requirement:

- Section 4: Equity
- Section 5: Instruction
- Section 6: Family, Community, Engagement
- Section 7: Mental, Social, and Emotional Health
- Section 8: Staffing and Personnel

Please type below which requirements cannot be met and the plan and timeline to meet them. Be sure to include how and why the school is currently unable to meet them.

School’s response: