OREGON DEPARTMENT OF EDUCATION

Oregon achieves . . . together!

OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 7/29/2020

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Lewis and Clark Elementary School Astoria School District
Key Contact Person for this Plan	Brian Ploghoft, Principal Craig Hoppes, Superintendent
Phone Number of this Person	503-325-2032 503-325-6441
Email Address of this Person	bploghoft@astoria.k12.or.us choppes@astoria.k12.or.us
Sectors and position titles of those who informed the plan	● Craig Hoppes, Superintendent ● Melissa Linder, Curriculum Director ● ASD Administrative Team ● ASD Board of Directors

---

[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.

	● ASD Reopening Task Force Health and Safety Committee ● Tara Johnson, School Nurse ● Staci Brown, School Nurse ● Jeanette Schacher, Parent/Medical Expert ● Dr. Carolyn Nygarrd, Parent/Medical Expert ● Grace Laman, Board Member/Medical Expert ● William Eddy, Grounds and Maintenance ● Rhonda Hageman, Transportation Director
Local public health office(s) or officers(s)	● Mike McNickle, Head Clatsop County Public Health ● Dr.Ellen Heinitz, Clatsop County Health Doctor ● Vincent Aarts, Clatsop County Health Operations ● Meredith Riley, Clatsop County Health ● Yvonne VanNostran, Clatsop County Health
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Brian Ploghoft, Principal
Intended Effective Dates for this Plan	Transition to full implementation to begin in consultation with Clatsop County Public Health, and confirmation that county-wide metrics allow the commencement of on-site instruction for students.
ESD Region	Northwest Regional ESD

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

● ASD Parent Survey, May 2020 ● ASD Staff Survey, June 2020 ● Clatsop County Public Health Weekly Educational Task Force Meetings ● Clatsop County School Nurse Meetings and Work Sessions ● Hosting of Weekly ASD Community Forum Meetings ● Hosting of Weekly ASD and Lower Columbia Hispanic Council Community Forum Meetings ● Parent and Staff Phone Interviews

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 3-16 in the initial template) and submit online. (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.
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.
Not Applicable

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.
Not Applicable

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.
Not Applicable

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan

✗ Implement measures to limit the spreads of COVID-19 within the school setting.
 ✗ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.
 ✗ Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.
 ✗ 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, offices, bathrooms and activity areas.
 ✗ Process to report to the LPHA any cluster of any illness among staff or students.
 ✗ Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner.
 ✗ Protocol for screening students and staff for symptoms (see section 1f of the **Ready Schools, Safe Learners** guidance).
 ✗ Protocol to isolate any ill or exposed persons from physical contact with others.
 ✗ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the **Ready Schools, Safe Learners** guidance).
 ✗ Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. 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
	● The Astoria School District has developed health and safety measures to be implemented in all of its buildings that follow the **Communicable Disease Guidelines** published by the Oregon Department of Education and Oregon Health Authority.
	
	 ● The Astoria School District has updated its Communicable Disease policies, has developed and implemented a Communicable Disease Plan and Pandemic Response Plan that outlines the district's plans for responding to outbreaks within the school community (3a, 3b, 3c). All three documents are available on the district website.
	
	 ● The Astoria School District has worked in collaboration with district medical staff and the staff of Clatsop County Public Health to develop the re-opening blueprints, and all reporting, communication and providing relevant information related to illnesses, and potential/confirmed COVID-19 developments among staff and students.
	
	 ● **Screening and Isolation:** Screening isolation protocols of all students and staff are outlined in Section 1e and 1h.
	
	 ● **Contact Logs:** Contact tracing logs for all students and staff cohorts and individuals will be maintained on file at each building and available to the Clatsop County Public Health Office upon request.
	
	 The Astoria School District also follows School Board Policies:
	
	 ● Communicable Disease - Staff - GBEB
	 ● Student Health Services - JHC
	 ● Bloodborne Pathogens - GBEBAA/JHCCBA/EBBAB
	 ● Emergency Procedures - EBC/EBCA
	 ● Communicable Diseases - Students JHCC
	 ● Infection Control - EBBAA
	
	 Astoria School District Communicable Disease Plan
	
	 Astoria School District Pandemic Plan

- 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 Ⅹ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. Ⅹ 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. Ⅹ 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. Ⅹ Protocol to respond to potential outbreaks (see section 3 of the ***Ready Schools, Safe Learners*** guidance).	

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. ☐ 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: 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. ☐ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law: - Communicate with parents and health care providers to determine return to school status and current needs of the student. - Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. - Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. - The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. - Service provision should consider health and safety as well as legal standards. - 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:	**All staff and students are given the opportunity to self-identify as vulnerable or living with a vulnerable family member.** **Staff (certified and classified)** - All Redeployed staff will have the option of taking FMLA, work tasks without in-person contact, (i.e., maintenance projects, office work), or leave options - Redeployed classified staff members assigned to on-line instructional support. - Redeployed teachers assigned to online primary instruction as lead teacher or supporting teacher per grade band. **Students** - All students identified as vulnerable, either by a physician, or parent/guardian notification, will be enrolled in online instruction with weekly check-ins. - Students who experience disability will continue to receive specially designed instruction. - Students with language services will continue to receive English Language Development. **Visitors/Volunteers** - 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.

o 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. o ODE guidance updates for Special Education. Example from March 11, 2020. o 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.' o OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.	

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
X 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. X Support physical distancing in all daily activities and instruction, maintaining at least six feet between individuals to the maximum extent possible. X 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. X 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). X Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. X Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.	**CLASSROOM CONFIGURATION:** ● Based upon square footage of classroom space, class sizes will be limited to the following number of students/classroom: ○ **Astor Elementary:** 16-18 students/classroom ○ **Lewis & Clark Elementary**: 16-18 students/classroom ○ **Astoria Middle School:** 14-22 students/classroom ○ **Astoria High School:** 15-22 students/classroom ● Classes will be developed within larger transportation cohorts as closely as possible. ● Classes will be self-contained throughout the school day, and limited to the exposure to other students in grades K-5. ● Accommodations will be made in grades 6-12, to minimize student movement; whenever possible, staff members will move between groups, if necessary; ● Technology will also be leveraged to minimize student/staff interaction/transitions, when appropriate. **PHYSICAL DISTANCING-Facilities** ● Schedules will be developed to limit the number of cohorts/students within a building at a given time. ○ Students will enter into three designated doors/entrances by specific cohorts in staggered arrival times. ○ Entries: West Doors, North Doors by Cafeteria, Front Door ● Floor markings will be used to promote social distancing spacing when standing, and when moving through hallways and community spaces. ● Staggered arrival/departure times implemented at each school. ● Staggered/scheduled use of community spaces (cafeteria, gymnasium, playground, etc.) **PHYSICAL DISTANCING-Classrooms** ● Extra furniture will be removed to allow for maximum seating capacity. ● Assign seating to maximize spacing and minimize interaction. ● All fabric-covered furniture will be removed. **PHYSICAL DISTANCING-Staff**

	● Whenever possible, remote or web-based meetings will be utilized for staff meetings, conferences, or collaborative opportunities. ● Any on-site meetings held on-site will only be held outdoors, or indoors where appropriate social distancing can be maintained by staff members. ● Staff who must share physical classroom space, will be trained about social distancing protocols and requirements, and will be closely monitored by building administration.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
X 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. ● The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. X 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. X Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the *Ready Schools, Safe Learners* guidance). X Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. X Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. X Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers. X Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	**COHORTING:** ● Classroom cohorts of fewer than a combined 25 students/staff will be maintained whenever possible. ● Cohorts of up to 100 students will be developed in conjunction with transportation cohorts, whenever possible. Students who self-transport will be added in, to work to create balanced and heterogeneous groups of students. ● Each building will create larger cohorts based upon a 'school within a school' model; students within these 100 person cohorts will maintain shared classroom wings, support staff, specialists, restroom facilities, scheduled use of common spaces, food service, and arrival and dismissal. ● Class lists will be developed to ensure that all students have access to grade-level core curriculum and instruction, learning standards, and peers. ● Daily schedules for cleaning and sanitation will be developed to ensure cleaning and disinfecting of surfaces and equipment can be maintained between cohort use. **CONTRACT TRACING/COHORTS:** **School/Classroom Contract Tracing:** ● Accurate attendance will be taken on-site for all students/staff each day and entered into Synergy to allow for contact tracing reports to be generated, if needed. ● Attendance and student/staff interaction will also be recorded and logged through the use of identification bracelets/badges and bar-code scanning devices available at school building and classroom entries. This data will be maintained electronically and accessible to building principals, secretaries, and school nurses. **Transportation:** ● Paper/penciland/or electronic attendance and contact logs will be maintained for each AM/PM bus route and will be entered into Synergy at the completion of the route by a designated staff member.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
X 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. X Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case.	**STAFF COMMUNICATION** ● A communication plan has been developed to provide staff with regular weekly/monthly updates from the superintendent and school nursing staff to share county-wide infection rates, and the implementation, changes, and/or modifications to infection control measures being taken within buildings.

- The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer).
✗ Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.
✗ Provide all information in languages and formats accessible to the school community.

STUDENT/FAMILY/COMMUNITY COMMUNICATION
The superintendent, school nurses, in collaboration with the LPHA when appropriate, will develop:
- Weekly/monthly communication to staff, students and families about the infection control measures being implemented to prevent spread of disease (see communicable disease plan), and to encourage families to follow distancing and safety measures outside of school.
- Protocols for communicating a. with anyone who is symptomatic or has come into close/sustained contact with
  - ■ a confirmed case or
  - ■ when a new case has been confirmed and how the district is responding.
- Systems for symptom surveillance to communicate with LPHA about the status of disease in the school building.
- Communication to the community about outbreak management , school closure, and re-opening
- Regular (weekly) parent meetings and (monthly) newsletters will be utilized to regularly update parents about any developments about changes to county case numbers, suspected illnesses, and/or health and safety measures being implemented to encourage disease control.
- Communication to parents/families will be provided in a language and format accessible to the school community.

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan

✗ 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:
● Primary symptoms of concern: cough, fever (of greater than 100.4°F) or chills, shortness of breath, or difficulty breathing.
● Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, 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 should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance.
● Emergency signs that require immediate medical attention:
   o Trouble breathing
   o Persistent pain or pressure in the chest
   o New confusion or inability to awaken
   o Bluish lips or face
   o Other severe symptoms
 	
✗ 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.
● 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.
	Screening Students:
	● Arrival and drop-off times will be staggered by location/entry and cohort.
	● Students will utilize outside entrances. Each student will be assigned a specific entrance point
	● Staff will be present at each entrance and use the entrance screening algorithm to conduct a visual screen for the appearance of symptoms. (runny nose/cough/sore throat or fever)
	● For students who arrive late, the secretary or health aid will use the entrance screening algorithm to conduct a visual screen for the appearance of symptoms.
	● When the screening indicates that a student may be symptomatic, the student will be directed to **designated isolation area for the cohort/school building.** (See Section 1i)
	● Handwashing stations or hand sanitizer dispensers will be placed near all entry doors and other high-traffic areas. Students will wash/sanitize their hands prior to student entrance to classes
	● Students will be screened upon entry on district-provided transportation.
	
	Screening Staff
	● Staff will be required to complete a daily paper/digital self-screening protocol before reporting for work.
	● Staff are required to report when they may have been exposed to COVID-19. Staff are required to report when they have symptoms related to COVID-19.
	● Staff members are not responsible for screening other staff members for symptoms.

- They must remain home until 24 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving.

✗ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days.

✗ 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.

✗ 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.

- Nursing will recommend that ill staff or family members seek COVID testing.

Ongoing:
- Guidelines for return to school after illness can be found in section Communicable Disease and Pandemic Response Plans.
- Parents will be reminded (through weekly letters and on school voicemail messages) to report actual symptoms, including as part of communicable disease surveillance. Secretaries/Health Aides will document those comments on the COVID Symptom Monitoring spreadsheet. Nursing will be notified when a positive COVID test is reported.
- Any student or staff known to have been exposed (e.g., by a household member) to COVID-19 shall not be allowed on campus until the passage of 14 calendar days after exposure and with CCHD permission after symptoms (e.g., fever, cough, shortness of breath,sore throat, headache) are improving.

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
✗ Restrict non-essential visitors/volunteers. ✗ 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. ✗ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.	**VISITORS/VOLUNTEERS:** ● **Non-Essential Visitors/Volunteers** will be unable to work in schools, or complete other volunteer activities required in person interaction, at this time, Adults at school are limited to essential personnel only. ● **Essential Visitors/Volunteers** will be required to wash upon entry to the building, complete a paper/digital screening, and will be required to wear appropriate face-coverings. ● Protocols for dropping off/picking up students before, after, or during the school days will be revised to ensure individuals outside of staff/students have limited access to buildings. 　○ **Drop Off: Morning drop off students will head to appropriate entrance. For mid-day drop off, student will come to main door, ring and be buzzed in by staff. Students will be screened by office staff and door handles sanitized, if necessary.** 　○ **Pick Up: At the end of the day, pick up students will go to cohort area. Parents will remain in cars and notify office of arrival. Staff will sign off make visual confirmation and watch students as they make their way to the parent's vehicle. Additional staff will be available in parking lot for supervision and security.** 　○ **School Day Student Check-In/Out: Parent will ring front door, be checked for ID, and will be signed out by staff. Staff will meet/take student to the door to meet parent.**

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

OHA/ODE Requirements	Hybrid/Onsite Plan
✗ Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines Face Coverings. ✗ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines Face Coverings. ✗ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time, the school/team must: ✗ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students	Refer to **Astoria School District - Pandemic Response Plan** for complete details regarding PPE Measures **FACE COVERINGS:** ● Face coverings or face shields are required for all students in grades kindergarten and above. Face coverings or face shields are required for all staff, contractors, or other service providers, or visitors/volunteers.

displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role.

Protections under the ADA or IDEA

✗ If any student 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:
- 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 should 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, doctor's orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny access to On-Site instruction.

✗ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in 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. 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 on-site instruction, on-site

- A face covering is made of cloth and covers the nose and mouth. A face shield is a clear plastic shield that covers the forehead, extends below the chin, and wraps around the sides of the face. Face shields may be preferred in some instances because they enable students to see whole faces. This avoids potential barriers to phonological instruction and reinforces social emotional cues. Face masks are medical grade surgical or N95 masks that should be reserved for medical personnel where possible. The use of face coverings, shields, or masks does not change physical distancing requirements.
- Lack of access to a face covering cannot be a barrier to instruction; each school has a responsibility to ensure that students have access to usable face coverings. Students who abstain from wearing a face covering, or students whose families determine that the student will not wear a face covering, during On-Site instruction must be provided access to instruction. Comprehensive Distance Learning may be an option, however additional provisions apply to students protected under ADA and IDEA. For students with 504 or IEP plans, face coverings will be reviewed on a case-by-case basis, however please refer to the ODE and OHA's Ready Schools, Safe Learners document for more information.
- ODE, OHA, schools, families, and community organizations have important new roles in preparing families and care takers to prepare younger children to wear face coverings safely and effectively. This includes instruction on how to properly wear a face covering, desensitization support (getting used to wearing face coverings), recommended materials for homemade face coverings, proper care and cleaning, and how to allow for "face covering breaks" during instruction. If a student removes a face covering, or demonstrates a need to remove the face covering for a short period of time, the school/team must:
- Provide space away from peers while the face covering is removed; students should not be left alone or unsupervised;
- 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.
- For students with existing medical conditions, doctor's orders to not wear face coverings, or other health related concerns, schools/districts must not deny access to On-Site instruction (Ready Schools, Safe Learners).

instruction with accommodations, or
Comprehensive Distance Learning.

✗ Districts must 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 MEASURES

OHA/ODE Requirements	Hybrid/Onsite Plan

✗ 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.
    ● Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated.
    ● Consider required physical arrangements to reduce risk of disease transmission.
    ● Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.
 	
✗ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.
    ● School nurse and health staff in close contact with symptomatic individuals (less than six 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.
    ● Symptomatic staff or students should be evaluated and seek COVID-19 testing from their regular physician or through the local public health authority.
	ISOLATION MEASURES-SCHOOL BUILDING:
	    ● Schools will follow established Isolation Room Procedures in collaboration with School Nursing Staff.
	    ● Each school principal (or designee) will connect weekly with school nurse on updates to plan and isolation measures taken to that point.
	    ● All students who become ill at school will remain at school supervised by staff unil parents can pick them up in the designated isolation area. Student will be provided a facial covering and should wear one. Staff will wear a facial covering and maintain physical distancing, but never leave a child unattended.
	    ● 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.
	    ● Isolation space should not create a stigma, should have a negative air flow. Ventilation systems including High Particulate Air (HEPA) filters will be used where possible including in areas where students with special health care needs receive medication or treatments.
	    ● Staff and students with known or suspected COVID-19 cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school. In no case can they return before: the passage of 14 calendar days after exposure; and symptoms are improving with the recommendation of the LPHA.
	
	BUILDING ISOLATION SPACE LOCATIONS:
	    ● **Main Office Conference Room (Main Floor)**-Extra Office Space (allows for supervision, windows for ventilation, with air purifier)
	    ● **Staff Lounge (Main Floor)** (allows for supervision, windows for ventilation, with air purifier)
	    ● **Music Room (Main Floor)** (allows for supervision, windows for ventilation, with air purifier)
	
	ISOLATION MEASURES -TRANSPORTATION:
	    ● Students who are screen getting on the bus in the morning and are deemed to possibly have COVID-19 symptoms will be placed in a single seat in the front of bus. The bus driver will communicate with school staff the symptoms to school staff. School staff will be place the student in the isolation area and

- If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
- If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
- If a clear alternative diagnosis is identified as the cause of the person's illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance should be followed and person should be fever-free for 24 hours, without use of fever reducing medicine. A physician note is required to return to school, to ensure that the person is not contagious.
- If they do not undergo COVID-19 testing, the person should remain at home for 10 days and until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.

✗ 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.

follow other protocols as described in the pandemic response plan.

- Students who are on the bus in the afternoon who are deemed to have COVID-19 symptoms will be delivered (as close as possible to the home) and the bus driver will need to notify school personnel. School personnel will notify parents.

- BUS ISOLATION:
  - If a student must be isolated, driver/assistant will call ahead and let staff know that they are arriving with student who needs to be isolated.
  - Students are brought to Music Room isolation space (Main Floor) (allows for supervision, windows for ventilation, with air purifier)
  -

ISOLATION FOLLOW-UP PROTOCOLS:
- Staff will maintain student confidentiality as appropriate.

- Daily logs must be maintained containing the following:
  - Name of students sent home for illness, cause of illness, time of onset; and
  - Name of students visiting the office for illness symptoms, even if not sent home.

- Staff and students with known or suspected COVID-19 cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school. In no case can they return before: the passage of 14 calendar days after exposure; and symptoms are improving with the recommendation of the CCHD.
- Appendix B in the Astoria School District Communicable Disease Plan provides guidance to staff and students who are ill and must stay home and sent home if they become ill at school.

2. Facilities and School Operations

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

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

OHA/ODE Requirements	Hybrid/Onsite Plan

✗ Enroll all students (includes foreign exchange students) following the standard Oregon Department of Education guidelines.
✗ Do not disenroll students for non-attendance if they meet the following conditions:
  ● Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or
  ● Have COVID-19 symptoms for 10 consecutive school days or longer.
	STUDENT ENROLLMENT:
	
	● All students will be enrolled following the Oregon Department of Education guidelines.
	● Students will be encouraged to register online and will be contacted by school staff to schedule an on-site follow-up appointment.

X Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.	● Safety protocols will be put into place for any student/family who would like to register on site, or come in for a follow-up registration/enrollment appointment.
	
	ATTENDANCE POLICIES:
	● No student will be dropped for non-attendance if they meet the following conditions:
	   ○ Are identified as vulnerable, or otherwise considered to be part of a population vulnerable to infection with COVID-19.
	   ○ Have COVID-19 symptoms for the past 14 days.
	
	● See Section 2b for additional attendance information.
	
	ENROLLMENT/ATTENDANCE OPTIONS FOR FAMILIES:
	● All students will start the year in Remote Learning. Once the On-Site Learning metrics are met and on-site learning commences, all families will continue to be given the option to enroll their students in either a Hybrid or Fully Remote Learning Model.
	
	● Processes will be put into place that will allow families to move their students in and out of online and on-site hybrid learning as needed throughout the year, based on health and safety concerns or preference.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
X Grades K-5: Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning).	**STUDENT ATTENDANCE:** ● The district will develop and regularly communicate with students and families expectations around participation, engagement, and attendance of both remote and on-site learning. ● The district will develop a clear and concise description of how attendance and participation will be monitored by the district both on-site and remotely. This will also include plans and steps the district will use to follow-up and support students and families facing attendance barriers.
X Grades 6-12: Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning). X 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.	**ON-SITE ATTENDANCE:** ● Attendance will be taken at least once daily (K-5) and once per class period/block (6-12) and accurately recorded in Synergy. ● Attendance policies and practices will encourage students/staff to stay home if someone in their house is sick or may have been exposed to an unconfirmed case of COVID-19. ● Secretaries will notify the principal when absence rates has increased or reaches 20% of a classroom/extended cohort. In addition, the secretary will maintain a COVID Symptom Monitoring spreadsheet, tracking student absences due to fever/respiratory illness. ● School principals will notify school nurses and the superintendent of any cluster illnesses within cohorts. **REMOTE ATTENDANCE:** ● Teachers of all grades and courses will report once daily evidence of student participation, engagement, or interaction

with a teacher or paraprofessional within the previous 24 hour period. This evidence may include:
- Participating in a video class;
- Communication from the student to the teacher via chat, text message or email;
- A phone call with the student, or, for younger students, with the parent;
- Posting completed coursework to a learning management system or web-based platform or via email; or
- Turning in completed coursework on a given day.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
✗ 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.	**TECHNOLOGY:** ● Every attempt will be made to assign each student with a district-provided device for use in the school building, if necessary. Devices may need to be shared on-site between two classrooms. Schedules for use and cleaning/sanitation measures will be taken if devices need to be shared between students. The District will attempt to provide each student with their own chromebook device. ● Students who need a device will have the option to take the device home for at-home use. ● Additional devices will be accessible for in-building use for students with broken devices or devices left at home. ● School devices will be cleaned and sanitized between each use. ● Update School Reopening Survey to collect information about the numbers, types, and condition of devices used in homes to support remote learning. ● Share a list of all software and student facing technology solutions with families ● Review technology policies and data privacy policies and update if needed ● During check-out and check-in procedures, social distancing and safety measures will be utilized. **DISTRICT TECHNOLOGY AND CONNECTIVITY SUPPORTS** ● Deployment of district-provided technology hubs, household hotspots and district-owned wireless access points placed throughout the community will continue to ensure adequate internet access for all families.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
✗ **Handwashing:** All people on campus should be advised and encouraged to wash their hands frequently. ✗ **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. ✗ **Events:** Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. ✗ **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. ✗ **Personal Property**: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If	**HANDWASHING: (Signage Provided)** ● All people on campus should be advised and encouraged to wash their hands upon building entry and frequently throughout the day. ● Hand sanitizer dispensers will be available near all entry doors and other high-traffic areas. ● All staff, students, and visitors will wash with soap and water for 20 seconds or use an alcohol-based sanitizer when entering/exiting school each day. ● Students will be directed to wash their hands before and after use of playground equipment. ● Students must wash their hands before meals and will be encouraged to do so after. ● Students will be reminded throughout the day through signage and verbal reminders from staff to wash hands and use cough etiquette.

personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.

- All staff who interact with multiple groups of students must wash/sanitize hands between interactions with different groups.
- Schools will work to clean, sanitize, and disinfect frequently touched surfaces between uses and maintain clean and disinfected environments including classrooms, cafeteria settings, restrooms and playgrounds**.**

HANDWASHING STATIONS BUILDING LOCATIONS:
- **Portable Handwashing Stations--Two on each wing at each end of the hallway**
- **Portable Handwashing Stations--Four at the entry to the cafeteria/playground entry/exit**
- **Portable Handwashing Stations--Main floor outside of office**
- **Portable Handwashing Stations--Main floor just inside bus entry**

SUPPLIES/EQUIPMENT/PERSONAL PROPERTY
- Sharing of supplies will be restricted when possible. The school district will provide all school supplies for students. No school supplies will be allowed to be brought to school from home by students.
- students will each have a designated place to keep individual supplies
- Any shared equipment will be cleaned between users.
- In addition, the district will provide guidance for all families as to what items can be brought to/from school.
- Students will not use lockers to store personal property. All personal property brought to school will be carried by the student throughout the school day in their backpack/bag. Personal property must be labeled with a student name and will only be used by the student.

EVENTS:
- Off-site field trips and events requiring visitors or volunteers have been canceled.
- Virtual field trips may be provided.
- In-school events will be modified to follow cohort and social distancing guidance.
- Use of the building by outside groups will not be allowed.
- Use of facilities for District sponsored athletics and activities shall be coordinated through the building principal

TRANSITIONS/HALLWAYS:
- Hallways will include one-way traffic markings to reduce contact.
- Transitions by grade-level cohort groups will be staggered to reduce contact.
- Student cohorts will remain in the classroom with adult transitions when possible.
- Cohort classrooms will be assigned by building area/level to allow access to a single bathroom, drinking fountain and hand washing station throughout the school day.

RESTROOMS:
- Restrooms will be assigned to each cohort. Cohorts will also have a designated gender-neutral restroom available for use.
- Visual reminders will be used in all restrooms to encourage hygienic practices including: handwashing techniques, covering coughs/sneezes, social distancing, facial coverings and COVID-19 symptoms.

OHA/ODE Requirements	Hybrid/Onsite Plan

Ⅹ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.
Ⅹ Create schedule(s) and communicate staggered arrival and/or dismissal times.
Ⅹ 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).
Ⅹ 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.
Ⅹ Ensure hand sanitizer 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.
	ARRIVAL PROCEDURES:
	   ● Schedules with staggered arrival/dismissal times for cohorts will be established. Each cohort will be assigned an arrival time and designated entrance.
	   ● Students and parents will receive ongoing instruction about arrival and dismissal procedures.
	   ● Arrival/dismissal procedures will be put into place to ensure cohort separation, distancing and cleaning requirements can be met.
	   ● In addition to visual screening upon arrival, each building will incorporate a digital/barcoding system to check students in and out of the building for arrival/dismissal.
	   ● Hand Sanitizer stations will be available at each school entry location and high-traffic areas.
	
	BUILDING HAND SANITIZER STATION LOCATIONS:
	   ● Sanitizer will be available outside each classroom door
	   ● Stations available at each entrance
	   ● Multiple stations at cafeteria and playground access points
	   ● Sanitation stations outside next to bus drop off

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan

Ⅹ **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.
Ⅹ **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.
Ⅹ **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.
	SEATING:
	   ● Student desks and tables will be arranged to allow students to remain at least six feet apart.
	   ● Assigned seating will be utilized so students are in the same seat at all times.
	
	MATERIALS:
	   ● See Equipment/Personal Property, Section 2d.
	   ● 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.
	   ● Astoria School District will provide all school supplies for students.
	   ● All students will have a designated location to keep personal supplies/equipment within the classroom.
	   ● Hand sanitizer and tissues will be available for use by students and staff.
	   ● The use of a shared restroom/hall pass item will be discouraged. Teachers will be encouraged to develop other options for hall passes.
	   ●
	
	FURNITURE
	   ● All upholstered furniture and soft seating has been removed from the school building.
	
	CLASSROOM ENVIRONMENT:
	   ● Teachers will use tape, stickers, signs, etc. to illustrate traffic flow, appropriate spacing, assigned seating areas.
	   ● Ventilation is being addressed in every building. Open windows, fans, supplemental ventilation tools outdoor spaces will be used when appropriate

- Students will receive regular and frequent instruction on supply use procedures and classroom cleaning/sanitation processes, including handwashing.

HANDWASHING-CLASSROOM:
- Train staff on proper handwashing and set up systems in classes to remind students to wash hands frequently
- All people on campus should be advised and encouraged to wash their hands frequently.
- Hand sanitizer dispensers will be available near all entry doors and other high-traffic areas.
- All staff, students, and visitors will wash with soap and water for 20 seconds or use an alcohol-based sanitizer when entering/exiting school each day.
- Students will be directed to wash their hands before and after use of playground equipment.
- Students must wash their hands before meals and will be encouraged to do so after.
- Students will be reminded throughout the day through signage and verbal reminders from staff to wash hands and use cough etiquette.
- All staff who interact with multiple groups of students must wash/sanitize hands between interactions with different groups.
- Schools will work to clean, sanitize, and disinfect frequently touched surfaces between uses and maintain clean and disinfected environments including classrooms, cafeteria settings, restrooms and playgrounds.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
✗ 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. ✗ 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. Disinfect at least daily or between use as much as possible 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 staff rooms, common staff lunch areas, and workspaces to single person usage at a time, maintaining six feet of distance between adults.	**PLAYGROUNDS/FIELDS/SPORTS FACILITIES** ● Playgrounds, fields, and sports facilities will remain closed to public use in accordance with LPHA guidance and city park/facility closures. ● Schedules will be developed for cohort use of school playground/recess/field spaces, with a specific cleaning/sanitation schedule between cohort use. ● Outdoor and play equipment use will be restricted/organized by cohort, and any shared equipment will be adequately sanitized between cohort use. ● Recess and play activities will be organized to allow for physical distancing and maintenance of stable cohorts. **RESTROOMS** ● Restrooms will contain signage to encourage students to wash hands before returning to class. ● Students will wash hands after using restrooms with soap and water before returning to the classroom. ● Restrooms use will be designated by cohort. ● Restrooms will be cleaned at regular intervals throughout the day. ● Students at all ages will be provided with regular instruction and reminders on thorough hand washing protocols and procedures.

OHA/ODE Requirements	Hybrid/Onsite Plan
✗ Include meal services/nutrition staff in planning for school reentry. ✗ Staff serving meals must wear face shields or face covering (see section 1h of the **Ready Schools, Safe Learners** guidance). ✗ 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. ✗ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed. ✗ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. ✗ Adequate cleaning of tables between meal periods. ✗ 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.	**ONSITE FOOD SERVICE:** ● Breakfast/Lunch ● Staff serving meals will wear face coverings. ● Student meals will be delivered to each classroom. Physical distancing requirements must be maintained when meals are being delivered. ● All meals will be eaten in the classroom. ● All students must wash hands prior to meals and should be encouraged to do so after eating. If possible, students will wash hands in the classroom. If not, follow hallway and restroom procedures above. ● Students will not share utensils or other items during meals. ● Each table/desk will be cleaned prior to meals being consumed. ● Care will be taken to maintain the safety of students with life threatening food allergies when food is consumed in the classroom. ● Meal items will be cleaned daily. ● When the cafeteria is used, frequently touched surfaces (e.g. buffet counter and tables) should be disinfected between student groups **OFF SITE FOOD SERVICE:** ● Students will be provided meals for those days when they are not scheduled to be in buildings.

OHA/ODE Requirements	Hybrid/Onsite Plan
✗ 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). ✗ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This can be done at the time of arrival and departure. ● 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. ● If arriving at school, notify staff to begin isolation measures. o If transporting for dismissal and the student displays an onset of symptoms, notify the school. ✗ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. ✗ Drivers wear face shields or face coverings when not actively driving and operating the bus. ✗ 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 or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h	**TRANSPORTATION STAFF:** ● Busses will be staffed with drivers and paraprofessionals. ● Transportation staff be required to wear face coverings, and will complete the screening process before reporting for work. ● Staff will maintain attendance logs and will passively, visually screen students for illness upon entry. **SCHOOL BUS SAFETY MEASURES::** ● Maintain three (3) feet of physical distance between passengers ● 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. ● 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. ● Clean and sanitize buses between cohort routes. 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. ● 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). ● Should a student display primary symptoms of COVID-19 upon entry to school transportation they will keep that student at least six feet away from others. The student will continue to be

of the **Ready Schools, Safe Learners** guidance to transportation settings.	transported. When arriving at school, staff will be notified and will begin isolation measures. ● If transporting a student for dismissal and the student displays an onset of symptoms, the school will be notified. ● Drivers and students wear face shields or face coverings.

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
X Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. X Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance. X Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. X 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. X 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. 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. For example, do not use fans if doors and windows are closed and the fans are recirculating the classroom air. X Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. X 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). X Air circulation and filtration are helpful factors in reducing airborne viruses. Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance).	**SURFACES:** ● Frequently touched surfaces (e.g. playground equipment, door handles, sink handles, drinking fountains, transport vehicles, etc.) will be cleaned, sanitized, and disinfected between uses multiple times per day. ● Ideally, hand hygiene will take place before and after contact with frequently touched surfaces. ● All surfaces will be cleaned and disinfected according to current evidence-based CDC guidance. ● Disinfectants will be safely and correctly applied following labeling directions. These products will be kept away from students. *To reduce the risk of asthma, disinfectants will be chosen from 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.* ● Facilities will be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces. **VENTILATION** ● Ventilation systems will be operated properly to increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and other methods. ● Fans WILL NOT be used if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. ● High Efficiency Particulate Air (HEPA) filters will be used where possible, possibly including vacuum cleaners. ● Schools will consider running ventilation systems continuously and changing filters more frequently. ● The need for increased ventilation in areas where students with special health care needs receive medication or treatments will be considered (Ready Schools, Safe Learners).

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
X 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. X Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health	● Nursing staff will be used in supporting the development of this plan. ● District will review staffing needs of Health Services based on the plan. ● Designated staff will implement plan. ● The District will implement a plan for maintaining health services for all students

OHA/ODE Requirements	Hybrid/Onsite Plan
professionals such as school nurses; SBHC staff; mental and behavioral health providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan

☐ Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach:
  ● Contact tracing
  ● The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies.
  ● Quarantine of exposed staff or students
  ● Isolation of infected staff or students
  ● Communication and designation of where the "household" or "family unit" applies to your residents and staff
 	
☐ 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.
	NOT APPLICABLE

3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
✗ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. ✗ Establish a specific emergency response framework with key stakeholders. ✗ When new cases are identified in the school setting, and the incidence is low, the LPHA will provide a direct report to the district nurse, or designated staff, on the diagnosed case(s). Likewise, the LPHA will impose restrictions on contacts.	**PANDEMIC RESPONSE PLAN:** The Astoria School District's Pandemic Response plan includes: ● a clear overview of the flow of communication between district staff and the LPHA ● the district's emergency response protocol and key contacts ● a description of the process the LPHA will follow to update school leaders, and school nurses on county-wide case identification and confirmation.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
✗ Follow the district's or school's outbreak response protocol. Coordinate with the LPHA for any outbreak response. ✗ If anyone who has been on campus is known to have been diagnosed with COVID-19, report the case to and consult with the LPHA regarding cleaning and possible classroom or program closure. 　● Determination if exposures have occurred 　● Cleaning and disinfection guidance 　● Possible classroom or program closure ✗ Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students. ✗ When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district. ✗ Modify, postpone, or cancel large school events as coordinated with the LPHA. ✗ If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students. ✗ Continue to provide meals for students. ✗ Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families.	**PANDEMIC RESPONSE PLAN:** The Astoria School District's Pandemic Response plan includes: 　a clear overview of the flow of communication between district staff and the LPHA ● the district's emergency response protocol and key contacts ● a description of the process the LPHA will follow to update school leaders, and school nurses on county-wide case identification and confirmation. ● reporting and collaborative decision-making process protocols between the school district and LPHA **TRANSITIONING IN/OUT OF ON-SITE AND REMOTE LEARNING:** ● The district has a plan to communicate the closing on on-site instruction in response to an outbreak or illness with students and families that includes: 　○ Plans for short-term distance learning 　○ Protocols/process for remote food-service options 　○ Re-opening requirements and procedures

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
✗ Plan instructional models that support all learners in Comprehensive Distance Learning. ✗ Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. ✗ Communicate with families about options and efforts to support returning to On-Site instruction. ✗ Follow the LPHA guidance to begin bringing students back into On-Site instruction. 　● Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.	**REMOTE/DISTANCE LEARNING** ● See Remote Learning Transition Plan (3c) ● This plan includes transition and communication protocol for students/families, and scaled implementation of on-site learning to provide increased safety measures for staff/students. **RE-ENTRY PLANS** ● Follow LPHA and CDC Guidance for cleaning, sanitizing, and disinfections all surfaces in classrooms, cafeteria settings, restrooms, and playgrounds prior to re-opening buildings to students/staff.

ASSURANCES

☑ We affirm that our school plan has met the requirements from ODE guidance for sections 4, 5, 6, 7, and 8 of the *Ready Schools, Safe Learners* guidance.

☑ We affirm that we cannot meet all of the ODE requirements for sections 4, 5, 6, 7 and/or 8 of the *Ready Schools, Safe Learners* guidance at this time. We will continue to work towards meeting them and have noted and addressed which requirement(s) we are unable to meet in the table titled "Assurance Compliance and Timeline" below.

4. Equity

Principles in Action

Recognize the disproportionate impact of COVID-19 on Black, American Indian/Alaska Native, and Latino/a/x, Pacific Islander communities; students experiencing disabilities; and students and families navigating poverty. It is appropriate and necessary to offer more heightened and focused support to students and staff from these communities. It matters to learn the differential impacts of COVID-19 in particular communities. For example, the workplaces with the largest outbreaks are the prison system and food/agricultural sites which deeply impacts particular communities, including students.

Required
✓ Review and apply the school district's equity stance, principles, and/or commitment.
✓ Ensure that no student is subjected to discrimination, as defined in ORS 659.850 and by rule based on race, color, religion, sex, sexual orientation, national origin, marital status, age, disability. EO 20-29 specifically states that ORS 659.850 must be complied with to continue to receive SSF. The protected classes listed are directly from this statute.

5. Instruction

✓ Meet the Division 22 instructional time rules for School Year 2020-21 as outlined in OAR 581-022- 23206 (pending State Board of Education approval to modify the OAR to allow for up to 90 hours of professional development and up to 90 hours of parent/family training and support, communication, and parent/teacher conferences).
✓ For students not attending in-person through the On-Site Instructional Model, at least 50% of instructional time (as defined above) must meet the criteria for teacher-facilitated learning.

- Teacher-facilitated learning is a synchronous (either on-site or off-site) or an asynchronous learning experience planned and guided by a licensed teacher (or, possibly, a registered teacher in a charter school). The experience is structured to develop, deepen, and assess new knowledge and understanding relative to state content standards. Teacher-facilitated learning is often used when the teacher is planning for all students to have a common experience related to specific learning targets. Teacher-facilitated learning may be accomplished asynchronously through learning management systems, teacher-produced videos, or learning packets, each being structured to create strong learning progression. Synchronous opportunities, either on-site or offsite, must be provided daily and may include full group instruction, peer interaction, two-way communication, small group breakouts, or individual office hours.
  - Teacher-facilitated learning may include time that supports students beyond the core instruction, including specially designed instruction, language instruction, or specific services under ESSA or IDEA.
  - Applied learning experiences allow for students to apply knowledge and skills that extend from the teacher-facilitated learning. Students have access to instructional support during applied learning activities, provided by educational assistants, teachers, and/or related service providers. These learning experiences are intentionally designed by the teacher to meaningfully deepen student engagement, allow for peer interaction, and to support family and community involvement. Applied learning experiences likely require scaffolding and supports so that students are able to engage with them independent of teacher or adult support. Applied learning experiences must be designed to support independent learning routines, independent practice, and independent application of skills or learning. As with a typical school year, homework assignments are not considered as instructional minutes.

- ✓ Communicate teacher-led facilitated learning time and daily school schedules/routines with staff, families, and students.

- ✓ For students not attending in-person through the On-Site instructional model, provide designated educator icate when each teacher will be accessible (online or via telephone) for consultation.
- ✓ For students not attending in person through the On-Site instructional model, provide frequent and regular opportunities for students to interact with their teacher(s) and peers.

On-Site Instructional Model:
All students have access to in-person instruction in accordance with public health requirements. This model would be closest to how schools operated prior to the statewide school closure to in-person instruction. The On-Site instructional model exclusively delivers educational services to students every-day, all-day in ways that are similar to pre-covid models of delivery while meeting instructional time requirements. If any instructional time (either teacher-facilitated learning or applied learning) is delivered remotely or off-site, it is a Hybrid model.

Required
- ✓ Provide access to nutrition/meal service for all eligible students, including students not on-site (this applies to school sites that offered meal service prior to March 2020).
- ✓ Plans and practices must ensure student engagement/participation, mental, social, and emotional health supports, curriculum aligned to grade level standards, assessment for learning, alignment with Division 22 requirements, full provision of FAPE, full provision of learning supports for students who qualify for English Language Development (ELD), and full provision of learning supports for students who qualify for Talented and Gifted (TAG). Version Checkboxes ( ) indicate requirements; arrows ( ) indicate recommendations. Page 2.7.2 47
- ✓ Plan for students in high risk populations, students who are excluded due to health concerns, or those who are asked to remain home due to public health concerns using a comprehensive distance learning instructional model.
  - Consider including these students synchronously with on-site instruction through online meeting platforms to maintain peer interactions and connections.

Hybrid Models: In a Hybrid instructional model, some instruction is in-person and some instruction is provided off-site, in order to honor student and staff safety while meeting instructional hours requirements. Hybrid instructional models must include plans for all sections of Comprehensive Distance Learning. Hybrid instructional models allow districts to adjust for multiple variables and continue to access on-site instruction to the greatest extent possible while meeting public health requirements. Hybrid models require prioritization of on-site learning activities and supports, and/or which content is taught on-site. Hybrid instructional models also allow opportunities to integrate instruction simultaneously with groups of students on-site and through Comprehensive Distance Learning. An OnSite instructional model becomes a Hybrid instructional model when any portion of instructional time used to meet instructional hours requirements is delivered in a distance learning format. While complex and varied, Hybrid instructional models allow for great creativity and flexibility. Additional information will be provided on Hybrid models for schools without digital access in the August 2020 update.

A preview of additional requirements for the Hybrid Instructional Model, which will be released with the August 11 iteration, has been developed to support school and district planning at this time.

Required
- ✓ Plans and practices must ensure student engagement/participation, mental, social, and emotional health supports, curriculum aligned to grade level standards, assessment for learning, alignment with Division 22 requirements, full provision of FAPE, full provision of learning supports for students who qualify for English Language Development (ELD), and full provision of learning supports for students who qualify for Talented and Gifted (TAG).
- ✓ Provide access to nutrition/meal service for all eligible students, including students not on-site (this applies to school sites that offered meal service prior to March 2020).
- ✓ Plan for students in high risk populations, students who are excluded due to health concerns, or those who are asked to remain home due to public health concerns using a comprehensive distance learning instructional model.
    - ○ Consider including these students synchronously with on-site instruction through online meeting platforms to maintain peer interactions and connections.

Comprehensive Distance Learning Model:
Any effort to provide off-site or remote learning in 2020-21 requires in-depth and robust planning. To signal a shift in expectations and quality (made possible by continuous improvement, along with more time to plan, prepare, and practice), the term Comprehensive guidance provides additional considerations for schools when planning for distance learning. Each school choosing to operate only through Comprehensive Distance Learning must indicate the reason for this decision.

Required
- ● Plans and practices must ensure student engagement/participation, mental, social, and emotional health supports, curriculum aligned to grade level standards, assessment for learning, alignment with Division 22 requirements, full provision of FAPE, full provision of learning supports for students who qualify for English Language Development (ELD), and full provision of learning supports for students who qualify for Talented and Gifted (TAG).
- ● Students served under federal programs (e.g. Title I, IC, Title III, Title IV, Title VI, and IDEA) must receive the majority of services in a synchronous manner. See the Comprehensive Distance Learning Requirement Overview for a full list of requirements for CDL.

Short-Term Distance Learning
The statewide pivot to Distance Learning for All in the spring of 2020 was, without a doubt, a crisis response and was designed for a limited duration. As such, the term Short-Term Distance Learning is used when referring to the Distance Learning for All model from the spring of 2020. For all districts, regardless of instructional model, Short-Term Distance

Learning may become a reality upon a COVID19 outbreak during the 2020-21 school year. Regardless of which instructional model schools begin with, districts must plan for Short-Term Distance Learning in the event of an outbreak that may impact a classroom, a section of a school, a school, or an entire district.

Instructional Considerations
It is critical to focus attention on accelerating learning by investing in relationships, honoring student voice, and designing integrated learning around grade-level or above standards. In contrast to remediation efforts, which perpetuate low expectations and lead to disparate outcomes, students who access accelerated learning and advanced coursework demonstrate consistently higher learning outcomes, increased engagement, and agency.

Curriculum and Instruction

Required
- ✓ Prioritize the most essential academic content standards in each content area.
- ✓ Provide access to a well-rounded education.
- ✓ Provide consistent and timely student feedback and documented assessment of learning toward state content standards. Leverage formative assessment practices to grow student's ability for independent learning.
- ✓ Incorporate time for check-ins (Social Emotional Learning) and peer interactions; develop classroom culture.

Assessment, Grading, and Reporting Progress for Hybrid and CDL Instructional Models Only

Required
- ✓ Develop and implement an equitable grading policy.
- ✓ Progress monitor student learning, especially for younger students.
- ✓ Evaluate goals and objectives based on progress markers for students supported with emergent bilingual supports, an IEP, and/or 504 plan.
- ✓ Regularly report progress to students and families, in alignment with Division 22 requirements.
- ✓ Provide opportunities to redo, make up, or try again to complete, show progress, or attempt to complete work without penalty and retaining the highest earned grade.

Safeguarding Student Opportunity Clause
Schools and districts should design instructional models while continuing to follow the Safeguarding Student Opportunity Clause from Distance Learning for All. The or access to a high school diploma as a result of the spring 2020 school closure. The disproportionate and severe impact of the pandemic on students and families must be recognized, and districts must afford every student opportunities to regain their learning stride during this pandemic.

Required
- ✓ Guarantee a full academic learning experience through Comprehensive Distance Learning for any student who may not be accessing On-Site or Hybrid instruction due to health-related issues.
- ✓ Do not make a decision for any student for the 2020-21 school year that limits opportunity based on performance during spring 2020 school closure (final term of 2019-20 school year). This includes Version Checkboxes ( ) indicate requirements; arrows ( ) indicate recommendations. Page 2.7.2 56 progress in a course sequence, grade promotion or retention, placement in an advanced course, access to sports, access to clubs/career and technical student organizations, or forecasting opportunities.
- ✓ Do not retain or hold back any student due to impacts of the spring 2020 school closure (final term of 2019- 20 school year).
- ✓ Develop a Credit-Earning Assurance Plan with students and families by the end of September 2020, for any -20 school year. Credit-Earning Assurance Plans may include but are not limited to academic support courses, consolidated/combined content courses, personalized academic tutoring, summer school, online course

offerings, peer tutoring, zero period learning opportunities, and/or project-based learning opportunities. Complete Credit-Earning Assurance Plans prior to the beginning of the 2021-22 school year.

✓ Hold students who received an "Incomplete" during the final term of the 2019-20 school year to the same (not higher) standards of essential learning for any course they are making up in their Credit-Earning Assurance Plan.

Instructional and Extra-Curricular Activities Requiring Additional Considerations Providing opportunities for a well-rounded education is vital for the education of students and amplified during the time of COVID-19 related restrictions to support student well-being and connectedness. It is critical that schools continue to offer options for a well-rounded education whether On-site, Hybrid or Comprehensive Distance Learning. Opportunities to engage students in active learning often requires hands-on, interactive and physical activities (e.g., laboratory activities, career and technical education (CTE), band, choir, theater, physical education and to protect staff and students.

Required:
✓ For any course, learning experience, or school activity that falls under this category, districts must carefully consider Public Health Protocols (see section 1) and Facilities and School Operations (see section 2). To the extent possible, modifications to the learning experience, course, or physical space should be made. See program specific requirements and recommendations in the links below. Version Checkboxes ( ) indicate requirements; arrows ( ) indicate recommendations. Page 2.7.2 57

✓ Schools must adhere to the most recent iteration of physical distancing and face covering requirements while administering courses and programs with special considerations.

✓ Develop plans for the implementation of laboratories, visual and performing arts, career and technical education, and physical education that consider the needs of all students, including focusing on activities, adaptations, and modifications of all education decisions to ensure full inclusion by all students.

6. Family, Community, Engagement

Partnership in Planning

Ongoing engagement among students, families and communities is critical to planning for a successful school year. Schools should consider the cultural and linguistic assets held within their communities when partnering with students and families in designing Operational Blueprints. In the planning process, schools have the opportunity to cultivate relationships with the families, tribal and community organizations, and the early learning and child care providers who supported student learning and development during school closure. These groups and individuals have been closest to our students during the closure, and are best positioned to help schools identify drivers for a successful school plan.

Required
✓ All Districts receiving Title Grant Awards of any kind, not solely Title VI, are required to consult with tribal organizations.
  ○ IN GENERAL. To ensure timely and meaningful consultation on issues affecting American Indian and Alaska Native students, an affected local educational agency shall consult with appropriate officials from Indian tribes or tribal organizations approved by the tribes located in the area served by the local application for a covered program under this Act or for a program under title VI of this Act. (20 USC § 7918)

✓ Include early learning programs and child care providers in the planning process. Schools with preschool classrooms will include plans for these classrooms in the school Operational Blueprint. Additional considerations specific to early learning environments is forthcoming.

Communication

Required
- ✓ Communicate any information related to reentry for the 2020-21 school year to multilingual families in a language they can understand about any program, service, or activity at the same time that is called to the attention of parents who are proficient in English (Civil Rights Fact Sheet).
- ✓ Communicate the Operational Blueprint for Reentry and instructional model (On-Site, Hybrid, Comprehensive Distance Learning).
  - ○ Post to school and district website, or ESD website if there is no school or district website.
  - ○ Send notification to all families before the start of school.
  - ○ Share with co-located early learning partners.

7. Mental, Social, and Emotional Health

Planning

Required
- ✓ Mobilize crisis response team to address mental, social and emotional health including suicide, grief and trauma, child abuse, substance use, and youth trafficking within the current context; familiarize staff with Lines for Life remote suicide risk assessment and safety planning services for schools (503- 575-3760), and OHA's Telehealth Tips for Clients with Suicide Risk.

Resources and Strategies
Recognize and acknowledge the stress and trauma that students, families, and staff have experienced and may continue to feel during the school year; normalize their experience and prioritize time to process.

Required
- ✓ Where available, make contact information or a list of contacts of school and community-based mental and emotional health services and supports and School Based Health Centers available to students, families, and staff.

8. Staffing and Personnel

Supports

Required
- ✓ Support school personnel who meet criteria for high-risk populations (see section 1b).

- ✓ Develop protocols for communicating possible COVID-19 exposure to staff.

Public Health Training

Required

- ✓ Review the Operational Blueprint for Reentry with all staff.

✓ Train all staff on updated protocols, policies, and guidelines to adhere to physical distancing requirements and recommendations outlined in this guidance and the Operational Blueprint for Reentry.
  ○ Provide ongoing training to staff on new building procedures, cleaning protocols, and COVID-19 safety requirements.
  ○ Train all staff on how to access ODE/OHA updates and review requirements.
  ○ Educate all school personnel to know and recognize the most likely symptoms of COVID-19 and how to protect students and staff from transmissions.
  ○ Train staff on confidentiality requirements under FERPA, HIPAA, and local policy regarding student and staff health information, including a COVID-19 diagnosis.

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

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