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Redmond School District 2-5-21

OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

(StepUP at EDWIN BROWN EDUC. CENTER)

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	StepUP at Edwin Brown Education Center
Key Contact Person for this Plan	Karen Mitchell
Phone Number of this Person	541-923-4868 x4402
Email Address of this Person	karen.mitchell@redmondschools.org
Sectors and position titles of those who informed the plan	Karen Mitchell, Principal Tami Nakamura, Director of Student Support James Snyder, Behavior Specialist Chelsea Newton, Behavior Specialist Marisa Calvert, Mental Health Specialist Laura Ray, Transition Nurse

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

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

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

	<p>Brittany Molen, School Nurse</p> <p>District Level Dept. Leads: Charan Cline, Superintendent Linda Seeberg, Executive Director of Academic Programs Tony Pupo, Executive Director of Operations Karen Jordan, Executive Director of Student Services Tracie Renwick, Director of Human Resources Chris Morton, Director of School Improvement Mike Nye, Asst. Director of Instructional Technology Lance McMurphy, Nutrition Services Director Kathy Steinert, Director of Fiscal Services Tami Nakamura, Director of Student Support Kim Kirk, BSN RN, School Nurse</p> <p>Kathy Steinert, Director of Fiscal Services Tami Nakamura, Director of Student Support Kim Kirk, BSN RN, School Nurse</p>
Local public health office(s) or officers(s)	<p>Heather Kaisner, MS Public Health Manager Deschutes County Health Services (541) 617-4705 Heather.Kaisner@deschutes.org Communicable Disease Line: 541-322-7418</p> <p>https://www.oregon.gov/oha/PH/PROVIDERPARTNERRESOURCES/LOCALHEALTHDEPARTMENTRESOURCES/Documents/Deschutes.pdf</p>
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Karen Mitchell, Principal
Intended Effective Dates for this Plan	September 2020
ESD Region	High Desert ESD

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

Due to our small size, we are able to connect individually with parents and staff to help shape our planning for reentry. We reach out personally to each of our Spanish-speaking families to gather their input. We also have a CARE team which includes both staff and community representation. We meet virtually with this team every other week to provide planning updates, gather feedback and answer questions. A weekly family newsletter is sent out with updates.

In our Hybrid schedule we have discussed the opportunity for students in our focal groups to attend on-site all week. Additionally, we are using the Wednesday of a 5 day week in Hybrid learning to prioritize personalized support to students in our focal groups (Students with IEPs, English Language Learners and students accessing only online content).

3. Indicate which instructional model will be used.

Select One:

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

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

Schools providing On-Site or Hybrid Instructional Models do not need to complete this section.

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

NOTE: Our initial plan for K-5 reentry was for on-site/hybrid learning. Due to not meeting the metrics in place at the start of the school year (see below), we began the school year in a Comprehensive Distance Learning model. In the case that Deschutes County might meet the metrics for the 14 day lookback, we plan to pivot to on-site instruction. Therefore we need to be prepared for both models. This blueprint reflects that.

Metrics in place prior to the October 30 update:

In order for Redmond School District to be able to open for in-person instruction for all grades, the following standards must be met in Deschutes County **for three weeks in a row:**

- 10 or fewer COVID-19 cases per 100,000 residents and 5% or less positive tests per week
- In addition, **the state** must also have a 5% or less positive test rate

For kindergarten through third grade students, the rules are slightly less restrictive. In order for these students to attend, Deschutes County will have to meet the following standards **for three weeks in a row:**

- 30 or fewer COVID-19 cases per 100,000 residents per week
- In addition, **the county** must also have a 5% or less positive test rate

Update Oct. 30, 2020 (see Section 0: Community Health Metrics Below)

The governor, in partnership with the OHA and ODE released new metrics for school reopening. This will enable K-5 students to return to school more quickly than under the previous metrics. We will continue to monitor Deschutes County's metrics weekly, and will announce our plan for a K-5 return to school as soon as metrics are met. We are prioritizing the return for our K-3 students as soon as metrics allow to ensure that our youngest learners receive face-to-face instruction. Then we are planning to bring 4th-5th grades back as soon as possible after the K-3 return.

Our students' return to the classroom will depend on our community's ability to reduce the spread of coronavirus by following recommended health and safety practices. We must all be in this, **together**.

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

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

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

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

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

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

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

Describe the school's plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

All Redmond schools are prepared to return to on-site learning when the required target metrics set forth by Governor Brown are met. The Redmond School District will evaluate local metrics every 6 weeks for 4th-12th and weekly for K-3rd, to determine if students are able to return to on-site learning safely. If and when a determination is made to return to on-site instruction, the routines and structures lined out below will guide the work to keep students and staff safe.

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

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.



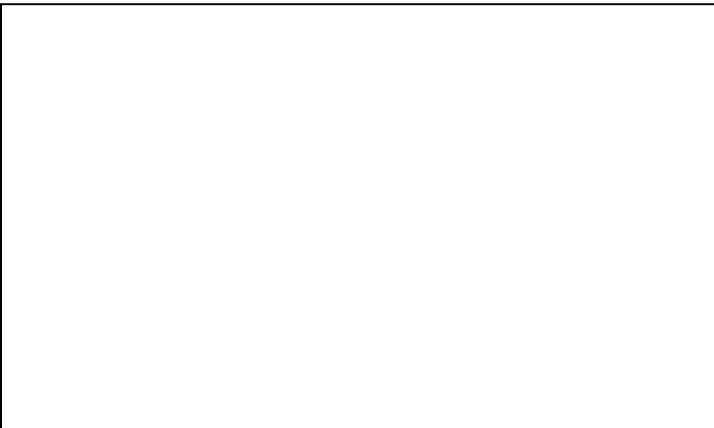
1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Conduct a risk assessment as required by OSHA administrative rule (OAR 437-001-0744(3)(g)) ☒ 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. <ul style="list-style-type: none"> ● Review OSHA requirements for infection control plan to ensure that all required elements are covered by your communicable disease management plan, including making the plan available to employees at their workplace. Requirements are listed in OSHA administrative rule (OAR 437-001-0744(3)(h)) ☒ Designate a single point-person at each school to establish, implement, support and enforce all RSSL health and safety protocols, including face coverings and physical distancing requirements, consistent with this guidance and other guidance from OHA. This role should be known to all staff in the building with consistent ways for licensed and classified staff to access and voice concerns or needs. ☒ Create a simple process that allows for named and anonymous sharing of concerns that can be reviewed on a daily and weekly basis by the designated RSSL building point person. Example: Anonymous survey form or suggestion box where at least weekly submissions and resolutions are shared in some format. ☒ Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. ☒ Process and procedures to train all staff in sections 1 - 3 of the Ready Schools, Safe Learners guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained. ☒ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. 	<p>Redmond School District Communicable Disease Plan</p> <p>Oregon School Nurse's COVID-19 Toolkit</p> <ul style="list-style-type: none"> - The point person to establish, implement, support and enforce all RSSL health and safety protocols, including face coverings and physical distancing requirements at StepUP will be Karen Mitchell. - A google form has been created for named and anonymous sharing of concerns that will be reviewed on a daily and weekly basis by the designated RSSL building point person and taken to the building level team as needed for problem solving.

- ☒ Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas.
- ☒ Process to report to the LPHA any cluster of any illness among staff or students.
- ☒ Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner.
- ☒ Protocol for screening students and staff for symptoms (see section 1f of the ***Ready Schools, Safe Learners*** guidance).
- ☒ Protocol to isolate any ill or exposed persons from physical contact with others.
- ☒ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the ***Ready Schools, Safe Learners*** guidance).
- ☒ Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official.
 - If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the ***Ready Schools, Safe Learners*** guidance), the daily log may be maintained for the cohort.
 - If a student(s) is not part of a stable cohort, then an individual student log must be maintained.
- ☒ Required components of individual daily student/cohort logs include:
 - Child's name
 - Drop off/pick up time
 - Parent/guardian name and emergency contact information
 - All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student
- ☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.
- ☒ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.

- ☒ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.
- ☒ Designate a staff member and process to ensure that the school provides updated information regarding current instructional models and student counts and reports these data in [ODE's COVID-19 Weekly School Status](#) system.
- ☒ Protocol to respond to potential outbreaks (see section 3 of the *Ready Schools, Safe Learners* guidance).



1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Serve students in high-risk population(s) whether learning is happening through On-Site (including outside), Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p>Medically Fragile, Complex and Nursing-Dependent Student Requirements</p> <p>☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. <p>☒ Review Supplemental Guidance on Community and health Responsibilities regarding FAPE in relation to IDEA during CDL and Hybrid</p> <p>Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:</p> <ul style="list-style-type: none"> ● Communicate with parents and health care providers to determine return to school status and current needs of the student. 	<p>District Protocols:</p> <p>All staff and students are given the opportunity to self-identify as vulnerable or living with a vulnerable family member.</p> <ul style="list-style-type: none"> ● Student Services Dept. will reach out to families of medically fragile students with a separate survey of need ● Nurses will review and update medical protocols specific to Covid-19. <p>Staff (Plan includes bus drivers, classified, and limited teachers self identifying with Human Resources):</p> <ul style="list-style-type: none"> ● Redeployed staff members assigned to on-line instructional support, work tasks without in-person contact, (i.e., maintenance projects, office work), or leave options. <p>Students (All students identified as vulnerable, either by a physician, or parent/guardian notification, will be enrolled in online instruction with weekly check-ins):</p> <ul style="list-style-type: none"> ● Students who experience disability will continue to receive specially designed instruction. ● Students with language services will continue to receive English Language Development.

- Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.
- Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.
- The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the [Oregon School Nurses Association](#).
- Service provision should consider health and safety as well as legal standards.
- Appropriate medical-grade personal protective equipment (PPE) should be made available to [nurses and other health providers](#).
- Work with an interdisciplinary team to meet requirements of ADA and FAPE.
- High-risk individuals may meet criteria for exclusion during a local health crisis.
- Refer to updated state and national guidance and resources such as:
 - US Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.
 - ODE guidance updates for Special Education. Example from March 11, 2020.
 - OAR 581-015-2000 Special Education, requires districts to provide ‘school health services and school nurse services’ as part of the ‘related services’ in order ‘to assist a child with a disability to benefit from special education’.
 - OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.

1c. PHYSICAL DISTANCING

OHA/ODE Requirements

Hybrid/Onsite Plan

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

District Protocol:

- Consistent Classroom Set Up in all RSD Instructional Spaces:
 - Arrange and assign seating to maximize physical distancing and minimize physical interaction.
 - Remove extra furniture to make more room.
 - Remove fabric-covered furniture and classroom rugs.
- Special education services will be planned and provided by Case Manager in collaboration. Most SDI will be provided in co-taught lessons with special education and general education staff. Review itinerant staff services to maintain physical distancing. If physical distancing cannot be maintained with direct services, the IEP team will convene to determine appropriate next steps.
- For any small group instruction or service (e.g., Special Ed., Title IA, ELD, Counselor, Mental Health Provider, Speech/Language Pathologist, etc.): one space in designated area/room for small cohort group (w/ distancing and facial covering requirements). Ensure that student access to small group instruction or service does not exceed cohort requirements.

School Team Input:

- A CARE team consisting of the school principal, school nurse, and 3 other school employees will frequently review processes and procedures to ensure adherence to all guidelines and requirements in this document
- Remove extra furniture/equipment to make more room (as needed)
- Assign seating to maximize physical distancing and minimize physical interaction
- Bell schedule (limit cohort numbers, minimize transportation transitions)
- Student instruction on distancing protocols
 - protocols will be taught to all students at least weekly
- Staff instruction on all protocols
- All staff meetings are held virtually

1d. COHORTING

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

District Protocol:

- Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week.
- The requirement to limit student cohorts to 100 or less *does not include* such things as transportation on school buses, childcare, or extracurricular activities but does include lunch and recess.
- Where feasible, schools will establish stable cohorts. Cohort groups will be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff.
- When feasible, stable cohorts should remain in one classroom environment for the duration of the learning day, including lunch. Teachers of specific academic content areas will rotate instead of students to the maximum extent possible.
- Each school will assign restrooms, classrooms, or other activity areas for the exclusive use of one or a small number of stable cohorts rather than the entire on-campus population.
- Staff who interact with multiple stable cohorts will wash or sanitize their hands between interactions with different stable cohorts or individual students and wear face coverings.
- We will use the Synergy SIS as our Contact tracing protocol log. This will track student movement
- Staff Contact Tracing: [Contact tracing protocol logs](#)

School Team Input:

- Program cohorts of no more than 20 students per cohort
 - K-3
 - 4-6
 - 7-Up
 - Next Steps
 - Transition
- Bathrooms have been established to ensure 6 ft distance between facilities.
- Strategies to minimize interactions
 - restrooms, common areas, arrival, dismissal, etc.
- Separate groups for pick up and drop off of students to allow for cleaning and no crossing of cohorts
- Cleaning protocols for any equipment used by different cohorts
- Staff who interact with multiple stable cohorts must wash, sanitize their hands between interactions with different stable cohorts.

Cleaning/Sanitation

- The district will be developing protocols for cleaning and wiping surfaces between multiple student uses.
- Staff who interact with multiple stable cohorts will wash/sanitize their hands between interactions with different stable cohorts.

1e. PUBLIC HEALTH COMMUNICATION and TRAINING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none">☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.☒ Offer initial training to all staff prior to being in person in any instructional model. Training could be accomplished through all staff webinar, narrated slide decks, on-line video, using professional learning communities, or mailing handouts with discussion. Training cannot be delivered solely through the sharing or forwarding information electronically or in paper copy form as this is an insufficient method for ensuring fidelity to public health protocols (see section 8b for specific training requirements). Note: instructional time requirements allow for time to be devoted for professional learning that includes RSSL training.☒ Post “COVID-19 Hazard Poster” and “Masks Required” signs as required by OSHA administrative rule (OAR 437-001-0744(3)(d) AND (e))☒ Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19.<ul style="list-style-type: none">● The definition of exposure is being within 6 feet of a person who has COVID-19 for at least 15 cumulative minutes in a day.● OSHA has developed a model notification policy☒ 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.☒ Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance.☒ Provide all information in languages and formats accessible to the school community.	<p>District Protocol:</p> <ul style="list-style-type: none">● The district safety committee (w/school nurse) will develop communication to staff, students and families on the infection control measures being implemented to prevent spread of disease (see communicable disease plan)● The district safety committee (w/school nurse) will develop protocols for communicating with anyone who has come into close/sustained contact with a confirmed case or when a new case has been confirmed and how the district is responding.<ul style="list-style-type: none">○ The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer).● The district safety committee (w/school nurse) will update communicable disease plan with communication protocols. <p>School Team Input:</p> <p>Training:</p> <ul style="list-style-type: none">● StepUP staff meet virtually at least weekly to review protocols and procedures as stated in RSSL guidance. <p>Communication:</p> <ul style="list-style-type: none">● School Nurse will share infection control measures w/ staff, students and families.● District Nurse team will work with principal to determine when and to whom communications are distributed● Communication process is reviewed weekly in CARE team meetings <p>Updated communication will be shared with families at least monthly or as updated information is available throughout the school year.</p>

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms. COVID-19 symptoms are as follows:</p> <ul style="list-style-type: none"> ● Primary symptoms of concern: cough, fever (temperature of 100.4 F or higher) or chills, shortness of breath, difficulty breathing, or a new loss of taste or smell. ● Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, new nasal congestion, and runny nose are also symptoms often associated with COVID-19, but are not enough in isolation to deny entry. More information about COVID-19 symptoms is available from CDC. ● In addition to COVID-19 symptoms, students must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE Communicable Disease Guidance. ● Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face (lighter skin); greyish lips or face (darker skin) ○ Other severe symptoms <p>☒ Diligently screen all students and staff for symptoms on entry to bus/school/outside learning space every day. This can be done visually as well as asking students and staff about any new symptoms or close contact with someone with COVID-19. For students, confirmation with a parent/caregiver or guardian can also be appropriate. Staff members can self-screen and attest to their own health, but regular reminders of the importance of daily screening must be provided to staff.</p> <ul style="list-style-type: none"> ● Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <i>Ready Schools, Safe Learners</i> guidance) and sent home as soon as possible. See table “Planning for COVID-19 Scenarios in Schools.” ● Additional guidance for nurses and health staff. <p>☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See table “Planning</p>	<p style="background-color: yellow;">District Protocol:</p> <p>Screening Students:</p> <ul style="list-style-type: none"> ● All students will be screened prior to entering their classroom by one of the CARE team members. ● When the screening indicates that a student may be symptomatic, the student is directed to the CARE room in the office. *Follow established protocol from CDP (see section 1a). ● Handwashing stations or hand-sanitizers will be placed by each entrance prior to student entrance to classes, or students will utilize classroom stations to wash hands. Handwashing will take place prior to and after any transition. ● There are transportation specific screening protocols that must be followed. See section 2i for more information. <p>Screening Staff:</p> <ul style="list-style-type: none"> ● Staff are required to report when they may have been exposed to COVID-19. ● Staff are required to report when they have symptoms related to COVID-19. ● Staff members are not responsible for screening other staff members for symptoms. ● Staff members can self-screen and attest to their own health. <p>Ongoing:</p> <p>Reminders to parents to report actual symptoms when calling students in sick as part of communicable disease surveillance. Any student or staff known to have been exposed (e.g., by a household member) to COVID-19 shall not be allowed on campus until the passage of 14 calendar days after exposure and until symptoms (e.g., fever, cough, shortness of breath, sore throat, headache) are improving.</p> <p>Do not exclude staff or students who have a cough that is not a new onset or worsening cough (e.g., asthma, allergies, etc.) from school.</p> <p>Parents/guardians can provide information regarding existing conditions that cause coughing to be utilized for the purpose of screening, as previously existing coughs that are not worsening are not considered symptomatic of COVID-19.</p> <p style="background-color: #D9E1F2;">School Team Input:</p>

[for COVID-19 Scenarios in Schools.”](#) and the [COVID-19 Exclusion Summary Guide](#)

- ☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication must be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. See the [COVID-19 Exclusion Summary Guide](#)
- ☒ Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.

- Plan for school implementation of district developed screening protocols
- Plan for school implementation of isolation and send home protocols
- Exclude students based on district protocols

Arrival and Entry:

- Each student will be screened prior to entrance to the school building (and/or outside learning space if applicable).
- They will go directly to their classroom after sanitizing their hands at the entrance.
- Trained screening staff will be present at the entry point to visually screen students for symptoms.
- Breakfast and lunch will be eaten in the classroom. Students must wash hands before breakfast and lunch.

Screening Students Upon Entry:

- Trained screening staff will be assigned to visually screen.
- When the screening indicates that a student may be symptomatic, the student is directed to the CARE room in the office. *Follow established protocol from CDP (see section 1a).
- Hand-sanitizers are placed by each entrance prior to student entrance to classes.
- There are transportation specific screening protocols that must be followed. See section 2i for more information

Logging for Contact Tracing:

- Attendance will be utilized for contact tracing
- Staff will contact trace any individual student meetings/support
- An individual symptom tracker log (adopted from COVID Nurses Toolkit) will be maintained for additional symptom tracing
- Each cohort of students will be called a Pod and will remain the same throughout a week.
- Support staff will be traced on the Pods coverage calendar for interactions with Pods

Screening Staff:

- 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.

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Restrict non-essential visitors/volunteers. <ul style="list-style-type: none"> ● Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. ● Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. ☒ Diligently screen all visitors/volunteers for symptoms and ask questions about symptoms and any close contact with someone diagnosed with COVID-19 upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See the COVID-19 Exclusion Summary Guide ☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit. ☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of 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. 	<p>District Protocols:</p> <ul style="list-style-type: none"> ● Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only. ● Essential visitors/personnel include: <ul style="list-style-type: none"> ○ Staff members (for example - itinerant staff, substitute teachers, and other district staff who move between buildings, etc.), ○ Contracted service providers (for example - counseling services, maintenance, etc.) ○ Partner providers (for example - student teachers, DHS Child Protective Services staff, Before/After School Care providers, etc.) <p>School Team Input:</p> <ul style="list-style-type: none"> ● Any potential visitors will need to call the office from their vehicle to get permission to enter the building as an essential visitor. ● Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. ● Adults in schools are limited to essential personnel only. <p>Essential Visitors:</p> <ul style="list-style-type: none"> ● Must wash or sanitize their hands upon entry and exit. ● Must wear face coverings in accordance with local public health authority and CDC guidelines. ● All non-school district visitors will be screened by asking questions regarding symptoms and any close contact with COVID-19 upon every entry. ● Will be visually screened for symptoms during sign-in and will not be allowed to enter if symptomatic. ● Will fill out contact tracing form with name and time of entrance and exit. ● Must maintain six-foot distancing, wear face coverings and adhere to all other provisions of this guidance. ● <i>For more information regarding parent/guardian visitors see section 1f</i>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers. ☒ Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices or when separated by more than 6 feet in outside learning spaces. Face shields are an acceptable alternative only when a person has a medical condition that prevents them from wearing a mask or face covering, when people need to see mouth and tongue motions in order to communicate, or when an individual is speaking to an audience for a short period of time and clear communication is otherwise not possible. ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings. Face shields are an acceptable alternative when a student has a medical condition that prevents them from wearing a mask or face covering, or when people need to see the student’s mouth and tongue motions in order to communicate. ☒ Face coverings should be worn both indoors and outdoors, including during outdoor recess. ☒ Group mask breaks” or “full classroom mask breaks” are not allowed. If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time: <ul style="list-style-type: none"> ● Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute “sensory break;” <ul style="list-style-type: none"> ○ Students must not be left alone or unsupervised; Designated area or chair must be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use; ● Provide additional instructional supports to effectively wear a face covering; ● Provide students adequate support to re-engage in safely wearing a face covering; ● Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day. 	<p style="background-color: yellow;">District Protocol:</p> <ul style="list-style-type: none"> ● Face coverings for all staff and students K-12 following CDC guidelines for Face Coverings. ● All visitors are required to wear face coverings or face shields. ● RSD will remind staff and students that coverings that are worn should be washed daily or a new covering worn daily. ● Students who choose not to wear face coverings must not be disciplined or denied access to instruction. <p>ODE guidance related to students receiving services under 504/IEP will be followed to process exceptions.</p> <p style="background-color: #ADD8E6;">School Team Input:</p> <ul style="list-style-type: none"> ● Face coverings for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines for Face Coverings. Individuals may only remove their face coverings while working alone in a private office. ● Nurses must wear N95 mask or face shield as well as Personal Protective Equipment PPE when providing direct care and monitoring of staff/students displaying symptoms. ● Face coverings will be worn both indoors and outdoors, including during outdoor recess. <ul style="list-style-type: none"> ○ A mask break area is designated for mask breaks during recess. ● Staff will work with students to encourage proper wearing of face coverings and will work with students and families to meet the individual needs of the student and follow the guidance in this document. ● IEP/504/multidisciplinary teams will convene if a student is presented as unable to wear a facial covering to determine if it is due to a disability and to determine if there are any necessary accommodations. ● If a staff member requires an accommodation for the face covering or face shield requirements, the school team will work to limit the staff member’s proximity to students and staff to the extent possible to minimize the possibility of exposure.

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

Protections under the ADA or IDEA:

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

- For students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:
 - Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan.
 - The team must determine that the disability is not prohibiting the student from meeting the requirement.
 - If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,
 - If a student’s 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student’s plan prior to providing instruction through Comprehensive Distance Learning.
 - Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.

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

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

1i. ISOLATION MEASURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.</p> <p>☒ Protocols for assessment of students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day.</p> <ul style="list-style-type: none"> ● Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. Consider if and where students and staff will be isolated during learning outside. Create a comfortable outdoor area for isolation or follow plan for in building isolation. ● Consider required physical arrangements to reduce risk of disease transmission. ● Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. ● Additional guidance for nurses and health staff for providing care to students with complex needs. <p>☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school or outside learning space, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.</p> <ul style="list-style-type: none"> ● School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) must wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual must be properly removed and disposed of prior to exiting the care space, and hands washed after removing PPE. ● After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not 	<p style="background-color: yellow;">District Protocol:</p> <ul style="list-style-type: none"> ● Redmond School District Communicable Disease Plan ● Each school principal (or designee) will connect weekly with the school nurse on updates for plan and isolation measures taken to that point. ● All students who become ill at school with excludable symptoms will remain at school supervised by staff until parents can pick them up in the designated isolation area. Student will be provided a facial covering (if they can safely wear one). Staff should wear a facial covering and maintain physical distancing, but never leave a child unattended. ● While exercising caution to maintain (ensure) safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family. ● Staff will maintain student confidentiality as appropriate. ● Daily logs must be maintained containing the following: <ul style="list-style-type: none"> ○ Name of students sent home for illness, cause of illness, time of onset, as per designated communicable disease surveillance logs ○ Name of students visiting the office for illness symptoms, even if not sent home, as per routine health logs ● Staff and students with known or suspected COVID-19 cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school. In no case can they return before: <ul style="list-style-type: none"> ○ the passage of 14 calendar days after exposure ○ symptoms have been resolved for 24 hours without the use of anti-fever medications. <p style="background-color: #ADD8E6;">School Team Input:</p> <ul style="list-style-type: none"> ● A CARE team consisting of the school principal, school nurse, and 4 other school employees (including union representation) will frequently review processes and procedures to ensure adherence to all guidelines and requirements in this document.

available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol.

- If able to do so safely, a symptomatic individual shall wear a face covering.
- To reduce fear, anxiety, or shame related to isolation, provide clear explanation of procedures, including use of PPE and handwashing.

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

- A designated primary isolation area, called the CARE room, will be used for students and staff who are symptomatic.
- Symptomatic students will remain at school until a designated adult can pick them up.
- Students and staff who report or develop symptoms will be isolated in the CARE room 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 will wear appropriate face covering or face shields.
 - School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) will wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Any PPE used during care of a symptomatic individual will be properly removed and disposed of prior to exiting the care space, and hands washed after removing PPE.
 - If able to do so safely, a symptomatic individual should wear a face covering.
 - To reduce fear, anxiety, or shame related to isolation, a clear explanation of procedures, including use of PPE and handwashing will be provided.
- Secondary isolation areas are identified.
- Logs will be maintained for every student who enters the CARE room and the Health Room, regardless of whether they are treated or sent home. Logs will include:
 - Name of student
 - Reported symptoms/reason for health room visit
 - Action taken
- Students that require medication or routine treatment will be treated in the Health Room. Students who show signs of illness that may be related to COVID will be treated in the CARE room.
- See Redmond District Board Policy [JHCC](#) and [JHCC-AR](#) for further guidance regarding Communicable Diseases.
- StepUP will provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine.



2. Facilities and School Operations

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

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Enroll all students following the standard Oregon Department of Education guidelines. ☒ The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: <ul style="list-style-type: none"> ● The ADM enrollment date for a student is the first day of the student’s actual attendance. ● A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year. ● If a student does not attend during the first 10 session days of school, the student’s ADM enrollment date must reflect the student’s actual first day of attendance. ● Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM. ☒ If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended. ☒ When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll. ☒ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns. 	<p>District Protocol:</p> <ul style="list-style-type: none"> ● Schools will enroll all students following ODE guidelines. ● Students will not be unenrolled for non-attendance associated with high-risk status or COVID symptoms. ● RSD will follow ODE guidance for attendance policies. ODE Guidance released Aug. 11 <p>School Input:</p> <ul style="list-style-type: none"> ● An attendance/engagement team will meet bi-weekly to review student engagement and attendance and determine accommodations, interventions and/or supports needed. ● Curriculum is designed so that students are able to access while in person or online. ● When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, StepUP will continue to count them as absent for those days and include those days in the Cumulative ADM reporting.

- ☒ When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). ☒ Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). ☒ Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present. ☒ Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance. ☒ Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health. 	<p style="background-color: yellow;">District Protocol:</p> <ul style="list-style-type: none"> ● RSD will follow ODE guidance for attendance policies. ODE Guidance released Aug. 11 ● Grades K-5: Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning). ● Grades 6-12: Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning). ● Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health. ● For On-Site Instructional Models, prior attendance and reporting practices are unchanged and should meet the requirements described in this section and can be informed by the recommendations presented. ● For any Hybrid Instructional Model or Comprehensive Distance Learning, ODE is establishing the following definitions and guidance: Attendance includes both participation in class activities and interaction with a licensed or registered teacher during a school day or interactions with educational assistants and paraprofessionals through teacher designed and facilitated processes. Interaction can be evidenced by any of the following or reasonable equivalents: <ul style="list-style-type: none"> ○ Participating in a video class; ○ Communication from the student to the teacher via chat, text message or email; ○ A phone call with the student, or, for younger students, with the parent;

- Posting completed coursework to a learning management system or web-based platform or via email; or
- Turning in completed coursework on a given day.
- When there is no evidence of student interaction during a 24-hour period surrounding a scheduled school day as described, students are reported as absent. A day present for attendance may not be claimed for weekends or holidays, per ORS 336.010 and 187.010, or any other day during which a licensed or registered teacher is not available to students.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Update procedures for district-owned devices to match cleaning requirements (see section 2d of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements. ☒ If providing learning outside and allowing students to engage with devices during the learning experiences, provide safe charging stations. 	<p>District Protocol:</p> <p>Cleaning Requirements:</p> <ul style="list-style-type: none"> ● Chromebook Cart: <ul style="list-style-type: none"> ○ To the extent possible, students must use same Chromebook every day ○ Leave cart door open during the day ○ Minimize the number of times a student must go to the cart ○ Consider storing devices in desks during the day and moving them back to carts for charging at the end of day ○ Sanitize exterior of cart daily ○ Sanitize device charging cords daily ● Computer Lab Classroom: <ul style="list-style-type: none"> ○ To the extent possible, students should use the same workspace daily (keyboard, mouse, tower and table) ○ Sanitize the workspace between each cohort of students ● Open Lab Spaces (library, career center...) <ul style="list-style-type: none"> ○ Individual users must sanitize the work space before and after each use <p>Repair, inventory, distribution or updating</p> <ul style="list-style-type: none"> ● Masks must be worn when indoors and in a room with others ● Gloves will be used by RSD Tech staff ● Clean and sanitize each device brought in for updates, repair, return, inventory, or redistribution

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Handwashing: All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer. 	<p>District Protocol:</p> <ul style="list-style-type: none"> ● Requirements for After School Programs and Community Facility Use

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

School Team Input:

- **Handwashing:** All classrooms at StepUP have a sink for handwashing. All students will have access to hand washing prior to breakfast and lunch. Frequent opportunities for hand washing will be provided throughout the school day. Hand washing will be supplemented with the use of hand sanitizer.
- **Equipment:** Equipment includes materials such as school supplies (scissors, glue sticks), PE and recess equipment.
 - Sharing of supplies will be restricted whenever possible.
 - all students will have a personal supplies container for use in the classroom
 - All shared equipment will be cleaned between users.
- **Events:**
 - Use of the building by outside groups will not be allowed.
- **Transitions/Hallways:**
 - Cohorts will be scheduled such that only one is in the hallway at a time.
- **Personal Property:**
 - Students will store personal belongings in their locker
 - If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.
- **Restrooms:**
 - Due to the small nature of the school, there is only one option for restrooms. Restrooms will be cleaned and sanitized multiple times a day.
 - Some sinks/toilets and urinals have been closed to ensure that there are 6ft social distancing between staff/students when using the facilities.
 - Visual reminders will be used in all restrooms to encourage hygienic practices including:
 - handwashing techniques
 - covering coughs/sneezes
 - social distancing
 - facial coverings
 - COVID-19 symptoms

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☒ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the Ready Schools, Safe Learners guidance). ☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. <ul style="list-style-type: none"> ● Eliminate shared pen and paper sign-in/sign-out sheets. ● Ensure hand sanitizer is available if signing children in or out on an electronic device. ☒ Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible 	<p style="background-color: yellow;">District Protocol:</p> <ul style="list-style-type: none"> ● Informed by Transportation Plan (2i.) <ul style="list-style-type: none"> ○ Individual buildings will develop plan for getting students to and from the building. ○ Cohorts will be assigned to an entrance. ○ Hand sanitizer dispensers will be installed near all entry doors. <p style="background-color: #D9E1F2;">School Team Input:</p> <p>Arrival and Entry</p> <ul style="list-style-type: none"> ● Trained screening staff (CARE team) will be present to visually screen students for symptoms and track cohort data. ● All students will enter one at a time at the front entrance after screening by a CARE team member. ● Upon entry, students will utilize hand sanitizer from the dispenser at the entrance and go directly to their class. ● Students identified as potentially symptomatic will be taken directly to the CARE room in the office. <i>*follow plan outlined in 1a</i> <p>Sign-In / Sign-Out Procedures</p> <ul style="list-style-type: none"> ● Students entering or leaving the building at times other than arrival or dismissal will use the main building entrance. ● Arrivals will be greeted at the door by a staff member to reduce office traffic. ● All sign-in/sign-out tracking will be handled by a google form with a personal device.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Seating: Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. ☒ Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. ☒ Handwashing: Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be 	<p style="background-color: yellow;">District Protocol:</p> <ul style="list-style-type: none"> ● Student desks will be six feet apart and will maintain 35 square feet per person. ● Upholstered furniture and soft seating (including rugs) will be removed from all classrooms and learning spaces. <p style="background-color: #D9E1F2;">School Team Input:</p> <p>Seating:</p> <ul style="list-style-type: none"> ● Physical distancing will be supported in all daily activities and instruction, maintaining at least six feet between individuals to the maximum extent possible. ● Students will use a single assigned seat at all times

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.

Materials:

- Each student will have a tub with all needed personal learning supplies. Hand sanitizer and tissues will be available for use by students and staff.

Handwashing:

- All students will wash/sanitize their hands upon building entry and prior to breakfast and lunch. Additional hand washing opportunities will be provided throughout the school day.
- Signage at each sink/hand washing station will remind students and staff of effective handwashing practices.

Furniture:

- To the extent possible upholstered furniture and soft seating has been removed from the building.

Classroom Procedures:

- Students will store personal belongings in their locker.
- StepUP does not use permanent hall passes. Students have individual passes for use.

Environment:

- When possible, windows will be open in the classroom before students arrive and after students leave.
- Each classroom will hold classes outside when possible and encourage students to maintain physical distance.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority’s Specific Guidance for Outdoor Recreation Organizations). ☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. For learning outside if portable bathrooms are used, set up portable hand washing stations and create a regular cleaning schedule. ☒ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before and after using playground equipment. ☒ Designate playground and shared equipment solely for the use of one cohort at a time. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment (balls, jump ropes, etc.) should be cleaned and disinfected at least daily in accordance with CDC guidance. 	<p>District Protocol:</p> <ul style="list-style-type: none"> ● Requirements for After School Programs and Community Facility Use ● RSD will designate playground and shared equipment solely for the use of one cohort at a time. Playgrounds will be disinfected at least daily or between use as much as possible in accordance with CDC guidance. <p>School Team Input:</p> <ul style="list-style-type: none"> ● Students will wash their hands or use hand sanitizer before and after planned break times. ● Students will access outside areas during planned break times with only 1 Pod (cohort) at a time and a break between Pods for cleaning. ● Recess activities will be designed to support cohorting and social distancing. <p>Playground Equipment</p>

- ☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements.
- ☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).
- ☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts.
- ☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with [CDC guidance](#).
- ☒ Limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms, break rooms and elevators by limiting occupancy or staggering use, maintaining six feet of distance between adults. Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable space, understanding that tables and room set-up will require use of all space in the calculation. Note: The largest area of risk is adults eating together in break rooms without face coverings.

- Playground and shared equipment will be solely for the use of one cohort at a time.
- Students will be allowed to take a mask break in a designated mask break area with 6 ft social distancing maintained.
- If students use sports equipment, it will be cleaned between cohorts. *See Section 2J for more information.*

Staff room/workspaces:

- The staff room is limited to two person usage at a time, maintaining six feet of distance between adults.
- Staff will eat in their personal offices, one at a time in the staff room or conference room, or in classrooms where six feet of distance can be maintained at all times.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Include meal services/nutrition staff in planning for school reentry. ☒ Prohibit self-service buffet-style meals. ☒ Prohibit sharing of food and drinks among students and/or staff. ☒ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. ☒ Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h). Staff must maintain 6 feet of physical distance to the greatest extent possible. If students are eating in a classroom, staff may supervise from the doorway of the classroom if feasible. ☒ Students and staff must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and 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 and disinfection of tables between meal periods. 	<p style="background-color: yellow;">District Protocol:</p> <ul style="list-style-type: none"> ● We will provide access to nutrition/meal service for all eligible students, including students not on-site. ● Plans are being developed to distribute meals to a classroom setting. ● Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. <p style="background-color: #e6f2ff;">School Team Input:</p> <ul style="list-style-type: none"> ● Breakfast and lunch will be eaten in classrooms within established cohort groups. ● All students must wash hands prior to meals. Students will wash hands in the classroom. ● Students will grab breakfast on their way to their classroom in the morning. Nutrition services staff will deliver lunch to each classroom. ● Students will not share utensils or other items during meals. ● Each table/desk will be cleaned prior to meals being consumed. ● At designated meal and/or snack times, students/staff may remove face coverings to eat or drink, but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal and/or snack.

- ☒ Since staff must remove their face coverings during eating and drinking, limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms and prevent congregation in shared spaces. Always maintain at least six feet of physical distancing and establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. Wear face coverings except when eating or drinking and minimize time in spaces where face coverings are not consistently worn.

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service. ☒ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the Ready Schools, Safe Learners guidance). ☒ Staff must use hand sanitizer (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle. Gloves are not recommended; hand sanitizer is strongly preferred. If hand sanitizer is not available, disposable gloves can be used and must be changed to a new pair before helping each child. ☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This can be done at the time of arrival and departure. <ul style="list-style-type: none"> ● If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. <ul style="list-style-type: none"> ○ The symptomatic student shall be seated in the first row of the bus during transportation, and multiple windows must be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected. 	<p>District Protocol:</p> <ul style="list-style-type: none"> ● Bus staff are required to wear face coverings on buses when not actively driving and operating the bus. ● Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h to transportation settings. ● Visible signage will be placed at the entry to each bus and students will be reminded not to ride if they are symptomatic. ● Students will be asked to comply with social distancing guidelines when waiting at the stop, during boarding, and while exiting the bus. ● Seating charts will be utilized with siblings to be seated together and “neighbor” seating to provide consistency in seating and minimize movement within the bus. ● Buses will be sanitized between runs and at the end of the day ● Families are encouraged to transport their children to school to reduce the number of students on a bus. ● Students who ride the bus will be considered part of a cohort. <p>Additional Considerations for Student Services:</p> <ul style="list-style-type: none"> ● Case Managers with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.

- If arriving at school, notify staff to begin isolation measures.
 - If transporting for dismissal and the student displays an onset of symptoms, notify the school.

Consult with parents/guardians of students who may

- ☒ require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.
- ☒ Drivers must wear masks or face coverings while driving, unless the mask or face covering interferes with the driver’s vision (e.g., fogging of eyeglasses). Drivers must wear face coverings when not actively driving and operating the bus, including while students are entering or exiting the vehicle. A face shield may be an acceptable alternative, only as stated in Section 1h of the **Ready Schools, Safe Learners** guidance.
- ☒ Face coverings for all students, applying the guidance in section 1h to transportation settings. This prevents eating while on 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).
- ☒ Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible.

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings, restrooms. Provide time and supplies for the cleaning and disinfecting of high-touch surfaces between multiple student uses, even in the same cohort. ☒ Outdoor learning spaces must have at least 75% of the square footage of its sides open for airflow. ☒ Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment should be cleaned and disinfected at least daily in accordance with CDC guidance. ☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. 	<p style="background-color: yellow; margin: 0;">District Protocol:</p> <ul style="list-style-type: none"> ● Custodians and staff will clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day, per Cleaning and Disinfecting Plan: Cleaning Guidelines ● Facilities will be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC’s guidance on disinfecting public spaces). Staff will maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings, restrooms, and playgrounds. ● Staff will apply disinfectants safely and correctly following labeling direction as specified by the

- ☒ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.
- ☒ Schools with HVAC systems must evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems shall, to the extent possible, increase natural ventilation by opening windows and interior doors before students arrive and after students leave, and while students are present. Do not prop open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed).
- ☒ Schools with HVAC systems should ensure all filters are maintained and replaced as necessary to ensure proper functioning of the system.
- ☒ All intake ports that provide outside air to the HVAC system should be cleaned, maintained, and cleared of any debris that may affect the function and performance of the ventilation system.
- ☒ Consider running ventilation systems continuously and changing the filters more frequently. Do not use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans must not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.
- ☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.
- ☒ Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see [CDC's guidance on disinfecting public spaces](#)).
- ☒ 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](#)).
- ☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected ([CDC guidance](#))

manufacturer and keep these products away from students.

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

environments, including classrooms, cafeteria settings and restrooms.

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ 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.</p> <p>☒ Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).</p>	<p>District Protocol:</p> <ul style="list-style-type: none"> ● Each school will provide age appropriate hand hygiene and respiratory etiquette education to endorse prevention. This includes website, newsletter and signage in the school setting for health promotions. ● Schools will practice appropriate communicable disease isolation and exclusion measures. ● Staff will participate in required health services related training to maintain health services practices in the school setting. ● COVID-19 specific infection control practices for staff and students will be communicated. ● Review of 504 and IEP accommodations and IHP’s will be advised to address vulnerable populations. ● Immunization processes will be addressed as per routine timeline, which prioritizes the beginning of the year and new students. Information for immunization clinics will be provided to families. ● Preventative health screenings may continue, with staff and students taking necessary safety precautions (no volunteers allowed). Dental screenings will not be allowed. ● Continuity of existing health management issues will have a plan for sustaining operations alongside COVID-19 specific planning (i.e. medication administration, diabetic care).

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach:</p> <ul style="list-style-type: none"> · Contact tracing · The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. · Quarantine of exposed staff or students · Isolation of infected staff or students 	<p>NA</p>

<ul style="list-style-type: none"> · 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: <ul style="list-style-type: none"> · 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. 	
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2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. <ul style="list-style-type: none"> ● At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. ● Fire drills must be conducted monthly. ● Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. ● Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year. 	<p>Safety Drills: Safety drills will be scheduled for all cohorts of students to participate:</p> <ul style="list-style-type: none"> ○ Evacuation drill ○ Lockdown drill ○ Earthquake drill ● Staff and students will follow distance requirements during exit of the building. ● Re-entry to the building will be through an assigned entry point to reduce incidental contact. ● Staff and students will wash hands or sanitize after drill ● Multiple drills will be conducted in order to ensure all cohorts of students have opportunities to participate in drills.

- ☒ Drills can and should be carried out as close as possible to the procedures that would be used in an actual emergency. For example, a fire drill must be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.
- ☒ When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.
- ☒ Drills shall not be practiced unless they can be practiced correctly.
- ☒ Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.
- ☒ If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year).
- ☒ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.

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

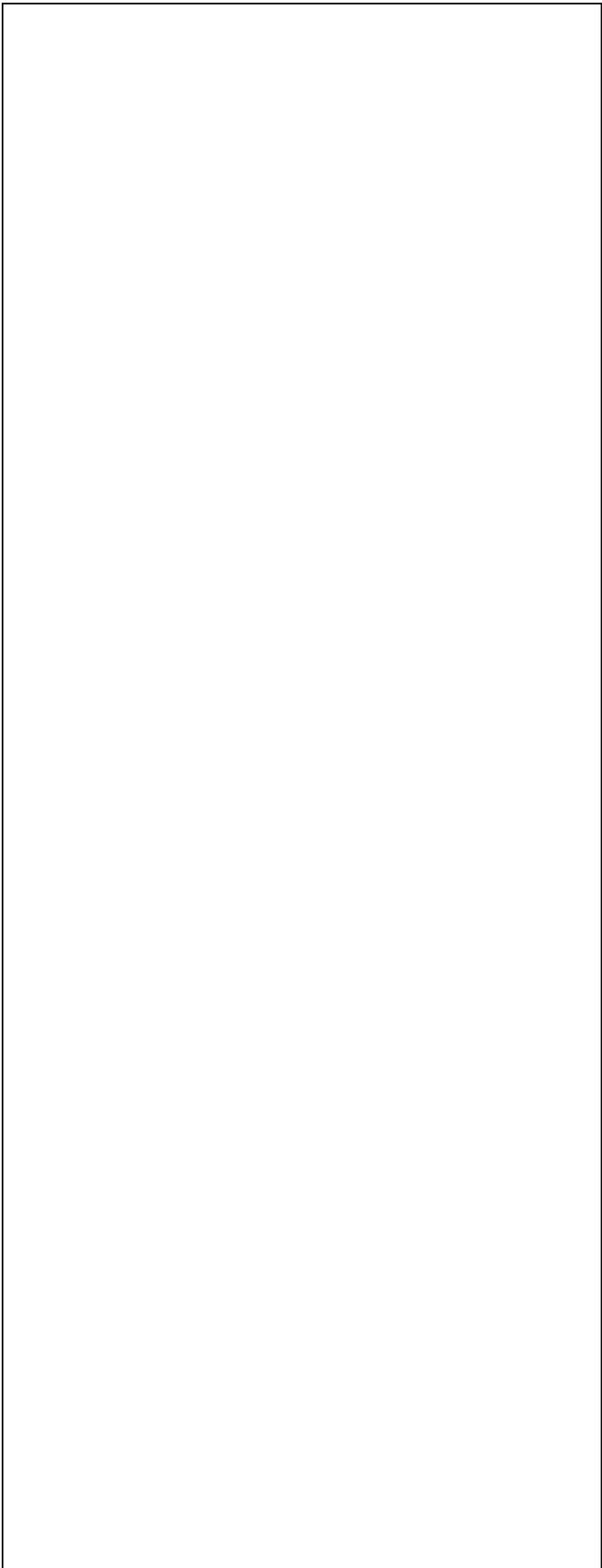
OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student’s demonstrated lagging skills. ☒ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. ☒ Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year. ☒ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors. 	<ul style="list-style-type: none"> ● StepUP utilizing the Sanctuary model for trauma informed practices. Additionally, we utilize the components of Collaborative Problem Solving, Restorative Practices, de-escalation strategies and other similar frameworks to continually provide instruction and skill-building/training related to the student’s demonstrated lagging skills. ● We continually take proactive/preventative steps to reduce antecedent events and triggers within the school environment. ● We are proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). ● Proactive plans are consistently created for daily routines designed to build self-regulation skills; self-regulation skill-building sessions and take place at times when the student is regulated and/or is not demonstrating challenging behaviors. ● All staff are trained to support de-escalation, provide lagging skill instruction, and implement

- ☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.
- ☒ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues.

alternatives to restraint and seclusion through a variety of modalities.

- Staff are trained in effective, evidence-based methods for self-regulation and self-care to remain calm and be able to support struggling students.
- Plans have been created for the impact of behavior mitigation strategies on public health and safety requirements. See examples on the left including additional contact tracing requirements if cohorts have unexpected contact.
- Cleaning protocols are in place for all spaces that may be used to de-escalate behaviors.
 - cleaning and sanitizing happens after each use
- Reusable Personal Protective Equipment (PPE) will be cleaned/sanitized when there is an episode of physical intervention (see section 2j of the **Ready Schools, Safe Learners** guidance: Cleaning, Disinfection, and Ventilation)

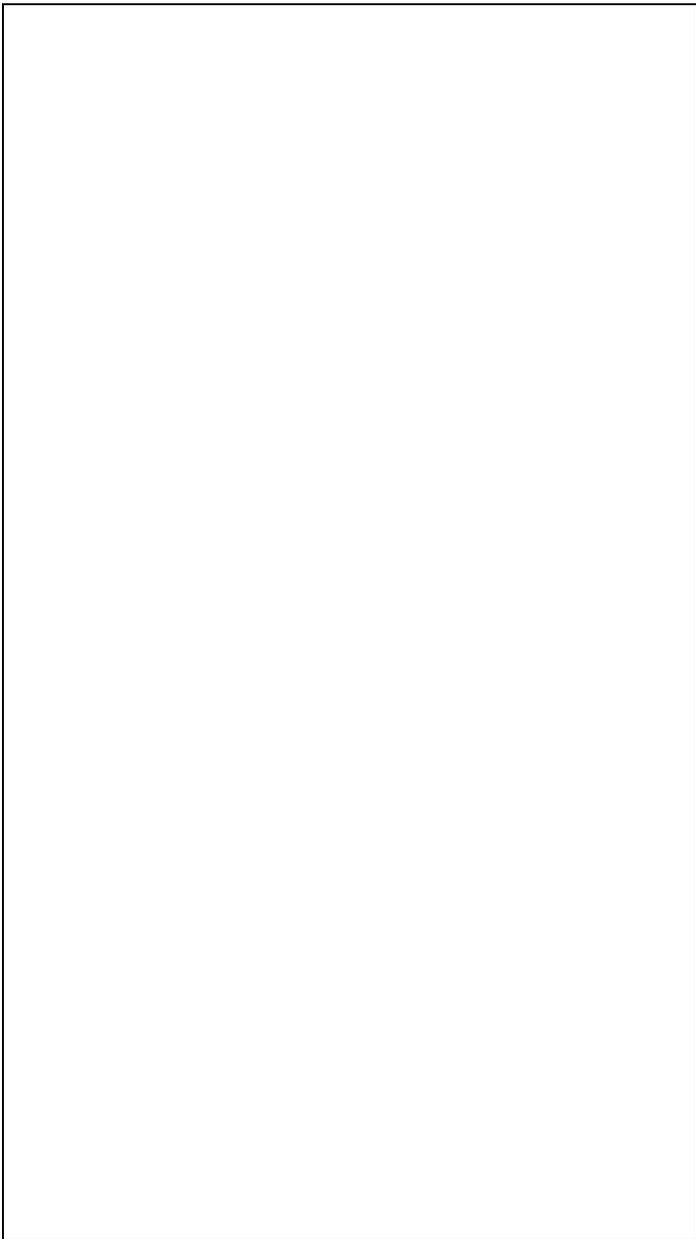
- ☒ Plan for the impact of behavior mitigation strategies on public health and safety requirements:
 - Student elopes from area
 - If staff need to intervene for student safety, staff should:
 - Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How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



physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior).

- If staff need to intervene for student safety, staff should:
 - Maintain student dignity throughout and following the incident.
 - Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention.
 - Use the least restrictive interventions possible to maintain physical safety for the student and staff
 - Wash hands after a close interaction.
 - Note the interaction on the appropriate contact log.
- *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.

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



2o. PROTECTIVE PHYSICAL INTERVENTION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Reusable Personal Protective Equipment (PPE) must be cleaned and disinfected following the manufacturer’s recommendation, after every episode of physical intervention (see section 2j. Cleaning, Disinfection, and Ventilation in the Ready Schools, Safe Learners guidance). Single-use disposable PPE must not be re-used. 	<ul style="list-style-type: none"> ● Reusable Personal Protective Equipment (PPE) will be cleaned/sanitized when there is an episode of physical intervention (see section 2j of the Ready Schools, Safe Learners guidance: Cleaning, Disinfection, and Ventilation)



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Review the “Planning for COVID-19 Scenarios in Schools” toolkit. ☒ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. 	<p>District Protocol:</p> <ul style="list-style-type: none"> ● Coordinate Communication with the Local Public Health Authority. ● If the region impacted is in Deschutes County, the Local Health Department (LHD) will provide school-centered communication and will potentially host conference calls. ● When cases are identified in the local region a response team should be assembled within the district and responsibilities assigned within the school district. ● Identify baseline absentee rates to determine if rates have increased by 20% or more. ● Temporarily dismiss students attending childcare facilities, K12 schools. ● Modify, postpone, or cancel large school events as coordinated with LHD. ● Work with LHD to establish timely communication with staff and families. ● When novel viruses are identified in the school setting, and the incidence is low, the local health department will provide a direct Page 14 of 16 report to the district nurse on the diagnosed case. Likewise, the LHD will impose restrictions on contacts. ● Establish a specific emergency response framework with key stakeholders. ● If school closure is advised by the local public health department, consultation should occur between legal, union and district administration to ensure processes are consistent with legal preparedness processes.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Review the “Planning for COVID-19 Scenarios in Schools” toolkit. ☒ Ensure continuous services and implement Comprehensive Distance Learning. ☒ Continue to provide meals for students. 	<p>District Protocol:</p> <ul style="list-style-type: none"> ● Redmond School District Communicable Disease Plan ● In the event of school closure, RSD will articulate and communicate the plan to pivot to short term Distance Learning or Comprehensive Distance Learning.

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3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review the “Planning for COVID-19 Scenarios in Schools” toolkit. <input checked="" type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. <input checked="" type="checkbox"/> When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools. 	<p style="background-color: yellow;">District Protocol:</p> <ul style="list-style-type: none"> • Redmond School District Communicable Disease Plan • Oregon Health Authority Communicable Disease Guidance



ASSURANCES

This section must be completed by any public school that is providing instruction through On-Site or Hybrid Instructional Models. Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section unless the school is implementing the Limited In-Person Instruction provision under the Comprehensive Distance Learning guidance. This section does not apply to private schools.

- We affirm that, in addition to meeting the requirements as outlined above, our school plan has met the collective requirements from ODE/OHA guidance related to the 2020-21 school year, including but not limited to requirements from:
 - Sections 4, 5, 6, 7, and 8 of the [Ready Schools, Safe Learners](#) guidance,
 - The [Comprehensive Distance Learning](#) guidance,
 - The [Ensuring Equity and Access: Aligning Federal and State Requirements](#) guidance, and
 - [Planning for COVID-19 Scenarios in Schools](#)

- We affirm that we cannot meet all of the collective requirements from ODE/OHA guidance related to the 2020-21 school year from:
 - Sections 4, 5, 6, 7, and 8 of the [Ready Schools, Safe Learners](#) guidance,
 - The [Comprehensive Distance Learning](#) guidance,
 - The [Ensuring Equity and Access: Aligning Federal and State Requirements](#) guidance, and
 - [Planning for COVID-19 Scenarios in Schools](#)

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



4. Equity



5. Instruction



6. Family and Community Engagement



7. Mental, Social, and Emotional Health



8. Staffing and Personnel

Assurance Compliance and Timeline

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

List Requirement(s) Not Met	Provide a Plan and Timeline to Meet Requirements <i>Include how/why the school is currently unable to meet them</i>
Not applicable, we have met all requirements.	Not applicable, we have met all requirements.