

OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 3/15/2021

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

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

Information Needed	Your Response
Name of School, District or Program	North Marion High School
Key Contact Person for this Plan	De Ann Jenness
Phone Number of this Person	503-678-7122
Email Address of this person	Deann.jenness@nmarion.k12.or.us
Sectors and Position Titles of Those Who Informed the Plan	Ginger Redlinger – Superintendent Agnes Albert – School Nurse Cherie Stroud – Director of Teaching and Learning David Shultz – Director of Facilities Mitch Sechler – Director of Security and Safety Greg Patton – Director of Technology Linda Murray – Business manager

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>Amy Lieqallen – Human Resource Manager Lori Gamboa – Director of Food Service De Ann Jenness – Principal Glenn Elliott – Assistant Principal Anita Whitehead – Administrative Assistant Rafael Pelaez – Community Outreach Coordinator Mike Robinson – Instructional Leader Ann DeChenne – ELD Instructor Jonathan Barrett – Instructional Leader Lori Holmes – SPED Instructor Tricia Stoddard – Instructional Leader Amy Gianela – Parent Ime Guzman - Student</p>
Local Public Health Office(s) or Officer(s)	<p>https://www.co.marion.or.us/HLT/rural/Pages/wdburn.aspx</p> <p>Marion County Public Health Department 24/7 Disease Reporting (503) 588-5621</p> <p>Reporting Officers:</p> <p>Katrina Rothenberger, MPH (503) 373-3787 Public Health Division Director Local Health Administrator krothenberger@co.marion.or.us</p> <p>Wendy Zieker, MS, RN (503) 361-2693 Program Supervisor Communicable Disease Control (CD Investigation & Control, TB Case Management, CD Reporting, and System Coordination) wzieker@co.marion.or.us</p>
Name of Person Designated to Establish, Implement and Enforce Physical Distancing Requirements	<p>Glenn Elliott – Assistant Principal Mitch Sechler- District Safety and Security Monitor Agnes Albert - District Nurse, Health Monitor Anita Whitehead - Building Secretary, Health Monitor Chelsy Degman - Building Secretary, Health Monitor</p>
Intended Effective Date for This Plan	April 6, 2021 – June 17, 2021
Educational Service District Region	Willamette Educational School District

- 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.

Staff, parents and students were surveyed multiple times between June and March 2021 to provide feedback about their distance learning experience as well as their preferences and for comfort level for different modes of instruction, including Distance Learning & Hybrid learning for the 2020-21 school year.

The North Marion Services Integration Team members have assisted in gathering survey responses to align food, supply and technology distribution. The High School core planning team include licensed staff, classified staff, administration, Tribal representative, member of the bargaining unit, parent and student rep. Additionally, district Special Education, Nurse, Food Services and Facilities and Maintenance directors participated.

The school and district have had two rounds of conferences to increase parent and school relations and communication and to support student achievement. There are plans for two more rounds.

Public health information is listed on the district website and nutritional services have been offered since shut-down and will be offered throughout the summer for all our students regardless of economic disparities. All communication has been in both English and Spanish.

We have worked actively with the Parent Teacher Organization to locate and secure resources for families in need.

Additionally, social and mental health lessons have been provided weekly to our students through our comprehensive counseling department. The counseling department has continued to accrue lists of local resources and agencies to assist families in need. The Blueprint will be re-evaluated monthly and revisions made based on new data and diverse voice input.

Students Population at North Marion High School:

- 55.5 % - access free and reduced lunch
- 52% - identify as students of color
- 17% - experience special needs
- 4% - require accommodations from a 504 Plan
- 6% - are English Language Learner
- 6% - mobility rate

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

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

1. Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.
CDL will be utilized for some students and families who choose not to return to Hybrid Model. The North Marion School District selected the Hybrid Learning program. Current data for 1/10/2022 to 1/02/2021 indicates that Marion County has 141.2 cases per 100,000. With 4.91% testing positive. This data indicates that we are advised to continue distance learning but the downward trajectory is nearing the yellow category which indicates a careful phasing in of hybrid instruction.
2. In completing this portion of the Blueprint you are attesting that you have reviewed the [Comprehensive Distance Learning Guidance](#). Please name any requirements you need ODE to review for any possible flexibility or waiver.
All requirements have been met.
3. Describe the school's plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

North Marion High School Metric Scenario:

Our district created K-12 Comprehensive Distance Learning Team to implement a robust program based on the requirements outlined in both the Ready Schools, Safe Learner and Comprehensive Distance Learning Companion Guide. The team includes:

- Teachers
- Building administrators
- Classified Staff
- District staff
- Parents

Care was taken to select candidates for the team that represent core content and specialist instruction. Additionally, the team members represent a continuum of teaching experiences.

The foundational work of the team is to provide practical and systemic planning to implement a district model that reflects all requirements set forth by ODE guidance. The team uses the CDL Guidance to provide a robust K-12 model that embodies both the framing values and required elements represented in the guidance by the Oregon Department of Education.

The work of the team began through evaluation of the Guiding Principles, establishing a commitment to Equity, and an understanding of our Capacity Framework for Distance Learning. From this

foundation, several subgroups were created to plan for the successful implementation of each requirement. A parent, licensed and classified staff surveys provided important data for consideration in this process. Informational sessions for the parent community provided valuable input for the planning process.

On January 19, 2021 we began bringing students in for Limited-In-Person instruction following the safe guidelines of the OHA. We concentrated on our most vulnerable populations and were able to successfully bring in 4 cohorts of 15 students each 4 days per week and 2 cohorts on Mondays to support our seniors. Because of the success of LIPI and the Governor's metric changes, we are planning for a Hybrid instructional model. Our current metrics meet the advisory metrics for Hybrid instruction: Marion County Case Rate-141.2% and the Marion County Test Positivity rate is 4.91%.

The model will be partially on-site and partially comprehensive distance learning based upon family choice. Families feeling safe to be in-person have the option to opt into in-person. Families that feel safer learning remotely have that option in continuing Comprehensive Distance Learning.

Using the guidance of the new metrics, the district focused on successfully bringing back elementary students first with secondary to follow. We activated our stakeholder groups to design a plan with safety and effective instruction for students and staff as our focus. Our timeline and bell schedule for Hybrid/CDL learning is as follows:

[North Marion HS Hybrid Return Calendar](#)
[North Marion HS Hybrid Bell Schedule](#)

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

ESSENTIAL REQUIREMENTS FOR HYBRID OR ON-SITE OPERATIONAL BLUEPRINT

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

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

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

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

Requirements for 0a. RETURNING TO IN-PERSON INSTRUCTION

- Not later than the week of March 29, 2021 all public elementary schools must operate in either an On-Site or Hybrid Instructional Model when they meet the specified county health metrics in the chart on page 15 (green and yellow rows in the chart in Section 0b).
 - A general allowance will be provided if the school has communicated a plan to families and staff with a start date on or before the week of April 5, 2021 and is using the week of March 29, 2021 to train staff for a return to in-person instruction.
 - A general allowance will be provided if the school has a published calendar that shows they are not in session the week of March 29, 2021 and has communicated a plan to families and staff with a start date on or before the week of April 12, 2021 and is using the week of April 5, 2021 to train staff for a return to in-person instruction.
 - A general allowance will be provided if the school is closed to in-person instruction due to a decision made in partnership with a local public health authority or the Oregon Health Authority to move to Comprehensive Distance Learning to address active transmission within a school.
 - Any school not meeting this requirement will be reviewed and may result in loss of eligibility to receive state school funds or other enforcement as prescribed by Governor Brown's [Executive Order 21-06](#).
- Not later than the week of April 19, 2021 all public middle and high schools must operate in either an On-Site or Hybrid Instructional Model when they meet the specified county health metrics in the chart on page 15 (green row in the chart in Section 0b).
 - A general allowance will be provided if the school has communicated a plan to families and staff with a start date on or before the week of April 26, 2021 and is using the week of April 19, 2021 to train staff for a return to in-person instruction.
 - A general allowance will be provided if the school has a published calendar that shows they are not in session the week of April 19, 2021 and has communicated a plan to families and staff with a start date on or before the week of May 3, 2021 and is using the week of April 26, 2021 to train staff for a return to in-person instruction.
 - A general allowance will be provided if the school is closed to in-person instruction due to a decision made in partnership with a local public health authority or the Oregon Health Authority to move to Comprehensive Distance Learning to address active transmission within a school.
 - Any school not meeting this requirement will be reviewed and may result in loss of eligibility to receive state school funds or other enforcement as prescribed by Governor Brown's [Executive Order 21-06](#).
- The requirement to offer On-Site or Hybrid Instructional Models does not apply to virtual charter schools as defined in ORS 338.005 or a public school that has a permanent instructional model that is predominantly through online courses.
- Public schools may transition a portion or all of the school to Comprehensive Distance Learning when responding in partnership with a local public health authority or the Oregon Health Authority to control active transmission of COVID-19 in the school setting.

- Public schools may transition a portion or all of the school to Comprehensive Distance Learning when they are operating in a county whose metrics place it in the operational status represented by the red row in the chart in section 0b. Public middle and high schools may transition a portion or all of the school to Comprehensive Distance Learning when they are operating in a county whose metrics place it in the operational status represented by the red or yellow row in the chart in section 0b. When county trends are increasing, pause expansion of additional in-person learning and maintain access to current in-person learning for schools that have it in place. Schools are not advised to reduce in-person instruction or revert to Comprehensive Distance Learning based on county metrics if the school can demonstrate the ability to limit transmission in the school environment.
- If your public or private school is operating an On-Site or Hybrid Instructional Model, but is located in a county that does not meet the advisory metrics; that is, an elementary school in a county that is not in the On-Site or Hybrid (green) row or the Elementary On-Site or Hybrid (yellow) row or a middle or high school in a county that is not in the On-Site or Hybrid (green) row (Section 0b); the school must offer access to on-site testing for symptomatic students and staff identified on campus as well as those with known exposures to individuals with COVID. This resource is available to all schools in Oregon. [See guidance from the Oregon Health Authority.](#)
 - Schools required to offer access to this program will have two-weeks to be registered, trained, and administering the program when, or if, metrics change in their county in a way that makes this program a requirement.
 - The metrics found in the 0b Section of RSSL are what determines if a school is required to offer the program.
 - The school testing program offers an additional risk-mitigation strategy that is relatively low-burden and can help offset impacts of operating when community spread is higher even if school transmission is low/absent and RSSL protocols are firmly in place. This requirement applies anytime a school is operating in an Instructional Model that is not aligned with the county metrics case data. This is true whether your school began operating in August/September, or took a pause, or opened on January 4, or is just opening for the first time.
 - The testing program is for students in grades kindergarten and up and school staff. The program does not include early learning programs.
 - Registering for the testing program includes a self-attestation that the program will be offered. Please accept the responsibility to offer the program when you register.
- If your school is operating an On-Site or Hybrid Instructional Model, but is located in a county that does not meet the advisory metrics (Section 0b), the school must provide a Comprehensive Distance Learning Instructional Model option for students and families that choose to remain off-site. For schools and districts that are required to comply with all sections (0-8) and supplements to this guidance, the remote option must comply with the requirements of the Comprehensive Distance Learning Instructional Model. The school or district may determine the most beneficial way to staff this option, through partnership with other schools or ESDs or with staff who may be at more risk from COVID-19 or through other means.

- All public and private schools are required to keep their Operational Blueprint up-to-date on [ODE's website](#) and to submit weekly "[Status Reports](#)" that provide essential information regarding how many students are served in person in the implementation of this metrics framework.

Plan Details for 0a.

North Marion High School has COVID testing on site. We are offering the CDL model to our families that wish to remain in Comprehensive Distance Learning. Currently, our county case rates are in the yellow range but our positivity rates are in the green zone. We will monitor these rates weekly. Our safety measures are fully in place and we are confident in our ability to follow the safety protocols.

Public Health Protocols (Section 1 of the RSSL Guidance)

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

- Conduct a risk assessment as required by OSHA administrative rule [OAR 437-001-0744\(3\)\(g\)](#).
 - OSHA has developed a [risk assessment template](#).
- Implement measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building
- Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the [Oregon School Nurses Association \(OSNA\) COVID-19 Toolkit](#).
 - Review OSHA requirements for infection control plan to ensure that all required elements are covered by your communicable disease management plan, including making the plan available to employees at their workplace. Requirements are listed in OSHA administrative rule [OAR 437-001-0744\(3\)\(h\)](#).
 - OSHA has developed a sample [infection control plan](#).
- Designate a single point-person at each school to establish, implement, support and enforce all RSSL health and safety protocols, including face coverings and physical distancing requirements, consistent with 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 established to train all staff in sections 1 - 3 of this guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.
- Protocol to notify the local public health authority ([LPHA Directory by County](#)) of any confirmed COVID-19 cases among students or staff.

- Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas.
- Process to report to the LPHA any cluster of any illness among staff or students.
- Protocol to cooperate with the LPHA recommendations.
- Provide all logs and information to the LPHA in a timely manner.
- Protocol for screening students and staff for symptoms (see section 1f).
- 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).
- Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the [Oregon School Nurses Association COVID-19 Toolkit](#).
 - If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d), the daily log may be maintained for the cohort.
 - If a student(s) is not part of a stable cohort, then an individual student log must be maintained.
- Required components of individual daily student/cohort logs include:
 - Child's name
 - Drop off/pick up time
 - Parent/guardian name and emergency contact information
 - All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student
- Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.
 - See supplemental guidance on LPHA/school partnering on [contact tracing](#).
 - Refer to [OHA Policy on Sharing COVID-19 Information](#)
- Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.
- Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.
- Designate a staff member and process to ensure that the school provides updated information regarding current instructional models and student counts and reports these data in [ODE's COVID-19 Weekly School Status](#) system.
- Protocol to respond to potential outbreaks (see section 3).

Plan Details for 1a.

- [Risk Assessment](#)
- **Measures to limit the spread of COVID-19**
 Agnes Albert, Mitch Sechler, Patrick McArthur, Special Education Director in collaboration with Alice James (FIRST Student), Building Principals prepared these measures.

The North Marion School District follows the published Communicable Disease Guidelines from the Oregon Department of Education and the Oregon Health Authority. [Oregon Health Authority Guidelines](#)

- **Update written Communicable Disease Management Plan**

The North Marion School District follows School Board Policies for Communicable Diseases.

[GBEB](#), [JHCC](#), [JHCC/AR](#)

[North Marion School District Communicable Disease Plan](#)

[NMSD Protocols for COVID-19 Specific Communicable Disease Health Protocols](#)

[Updated Health Protocols 1/25/2021](#)

- **Designate a single point-person**

De Ann Jenness (Principal), Glenn Elliott (Assistant Principal), Mitch Sechler (security), and Agnes Albert (nurse)

- **Process that allows for named and anonymous sharing of concern**

Ongoing google forms will be created to anonymously/named collect data of concerns from staff, students and community. The google forms will be reviewed daily and weekly and concerns will be addressed using RSSL as our guidance.

Katrina Rothenberger, MPH (503) 373-3787 Public Health Division Director

Local Health Administrator

krrothenberger@co.marion.or.us

Wendy Zieker, MS, RN (503) 361-2693 Program Supervisor

Communicable Disease Control (CD Investigation & Control, TB Case Management, CD Reporting, and System Coordination)

wzieker@co.marion.or.us

Agnes Albert, District School Nurse 503-678-7140

North Marion School District No. 15

agnes.albert@nmarion.k12.or.us

Emergency Response Team:

De Ann Jenness (Principal), Glenn Elliott (Assistant Principal) Chelsy Degman (Secretary), Anita Whitehead (Secretary), Mitch Sechler (security), and other support staff as based on the situation.

- **Process and procedures established to train all staff and others**

We will implement diverse communication tools to communicate and train:

- Staff and Student Handbooks
- In-Person Training during an established in-service training using small and large group (masking and distancing)
- Loom video & Screencastify
- Modeling/Reteaching
- Google Meets with breakout rooms
- Signage
- e-mail
- Google slides and/or powerpoints
- Weekly communications

We also have a staff health screening form to ensure all itinerant and district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log of their locations.

- **Protocol to notify the local public health authority**
Outlined in section 1e.
- **Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas.**
 - Cleaning supplies will be provided in each learning space and can be used frequently for surface cleaning and for common touch points
 - Custodial staff will clean bathrooms frequently throughout the day
 - Drinking fountains will be turned off
 - Buildings will be deep cleaned by custodial staff in between cohorts using CDC guidance
 - Touchpoints will be sanitized between each cohort
- **Process to report to the LPHA any cluster of any illness among staff or students, cooperate with LPHA, and reporting logs to the LPHA.**
 - The North Marion School District Outbreak Protocol is outlined in section 3a. and in the [NMSD Protocols for COVID-19 Specific Communicable Disease](#). This will be an “all-out” plan used for emergencies and also for students requesting 100% DL.
 - In the event of a confirmed case of COVID-19 or of an outbreak, we
 - will follow the guidance of the LPHA in partnership with the DHA. Refer to [NMSD Protocols for COVID-19 Specific Communicable Disease](#)
- **Protocol for screening students and staff for symptoms**
 - **Students Screening:** We will screen outside where cars and buses arrive. In cars, we will ask parents to wait until the student passes screening to leave. If they fail the screen they go home. If arriving on a bus, students will be directed to go to the commons entry door to be screened. If they fail screening, they will proceed to the isolation room and guardians will be notified. We will continue to work on protocols for home screening once this system is established.
 - Cohorts for entry and exit will be established to limit movement and transmission. Directional patterns will be marked. Students will be asked to arrive and depart within certain time windows.
 - Students will form a single file line for distancing so staff members can visually check for symptoms and complete logs. At the screening table, students will get a visual screen and will be asked questions about symptoms prior to proceeding to their cohort staging area. Students will be offered a light breakfast to consume in their designated waiting area. Masks can only be removed when eating breakfast.
 - Students arriving on the bus will enter the commons.
 - Students driving themselves will park in the Boones Ferry Parking lot and enter/exit from the Main Office entry.
 - Parent Drop Off is located in the Boones Ferry parking lot and the student will enter/exit from the Main Office entry.
 - All staff who do screenings will receive training.
 - Students will be asked to use hand sanitizer prior to entry and a hand sanitizing poster-using with signage directing them to proper application.
 - If a student appears or is determined as symptomatic, screening staff will radio the office and student will be escorted to the isolation area.

- Students will go to their assigned Cohort classroom and sit in an assigned seat. Seat spacing will be marked on the floors.
- **Screening Staff:**
Staff are required to report when they may have been exposed to or have symptoms of COVID-19. With proper training, staff members can self-screen and attest to their own health. Staff members are not responsible for screening other staff members for symptoms.
- **Protocol to isolate any ill or exposed persons from physical contact with others.**
 - [NMSD Protocols for COVID-19 Specific Communicable Disease](#)
 - [HS Isolation Room Plan](#)
 - A designated primary isolation area will be used for students and staff who are symptomatic.
 - Symptomatic students will remain at school until a designated adult can pick them up.
 - Staff will be assigned to supervise students who are symptomatic, and will need to maintain at least six feet of distance and wear facial coverings.
 - Secondary isolation areas may be identified if/as needed.
 - Symptomatic staff will remain in isolation until they can safely leave the building
 - Logs must be maintained for every student or staff member (1f) who enters the health room, regardless of whether they are treated or sent home. Logs will include:
 - Name of Student/Staff
 - Reported symptoms/reasons for health room visit or isolation
 - Action Taken
- **Protocol for communicating potential COVID-19 cases to the school community and other stakeholders**
 - See Section 1e
- **Contact Tracing:** Contact tracing logs will be kept for each student/staff/cohort. Each cohort will have a pre-populated Log with necessary components for each student. Staff will need some medical record information such as if the student has asthma.
 - Idea: Have a visual of what the protocol is on the log.
 - [Cohort Daily Log](#)
 - [Screening Log](#)
 - Staff self-screen using a daily screening template that is recorded online
- **Process to notify ODE of student instructional model and counts**
 - Each week, information will be collected and provided to the district nurse who will report the numbers to ODE.
- **Protocol to respond to potential outbreaks**
 - The North Marion School District Outbreak Protocol is outlined in section 3a. and in the [NMSD Protocols for COVID-19 Specific Communicable Disease](#). This will be an “all-out” plan used for emergencies and also for students requesting 100% DL.
 - In the event of a confirmed case of COVID-19 or of an outbreak, we will follow the guidance of the LPHA in partnership with the DHA. Refer to [NMSD Protocols for COVID-19 Specific Communicable Disease](#)

Requirements for 1b. HIGH-RISK POPULATIONS

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

Medically Fragile, Complex and Nursing-Dependent Student Requirements

- All districts must account for students who have health conditions that require additional nursing services. Oregon law ([ORS 336.201](#)) defines three levels of severity related to required nursing services:
 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.
 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.
 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.
- Review [Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEA During CDL and Hybrid](#).
- Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:
- Communicate with parents and health care providers to determine return to school status and current needs of the student.
- Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.
- Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.
- The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the [Oregon School Nurses Association](#).
- Service provision should consider health and safety as well as legal standards.
- Appropriate medical-grade personal protective equipment (PPE) should be made available to [nurses and other health providers](#).
- Work with an interdisciplinary team to meet requirements of ADA and FAPE.
- High-risk individuals may meet criteria for exclusion during a local health crisis.
- Refer to updated state and national guidance and resources such as:
 - U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.
 - ODE guidance updates for Special Education. Example from March 11, 2020.
 - OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education.'
 - OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.

Plan Details for 1b.

Agnes Albert, Mitch Sechler, Patrick McArthur, Special Education
Director in collaboration with SpEd staff, Cherie Stroud, Greg Pafon
and Building Principals.

High-Risk Populations are addressed in the [NMSD Protocols for COVID-19 Specific Communicable Disease](#)

Medical Decisions

Decisions that require medical support will be made collaboratively
with the school nurse, the nurse hotline, or in consultation
with the DHA.

1. Students and staff are given the opportunity to self-identify as vulnerable or as living with someone at high risk.
 - a. Redeployed Classified
 - i. Option to take FMLA
 - ii. Assigned to online instructional support or maintenance projects, custodial work, or office work without student/staff contact
 - b. Redeployed Licensed
 - i. Option to take FMLA
 - ii. Use district resources for allocations

Students:

- a. Students identified by physician or parent/guardian as high-risk will enroll in online distance learning
- b. Students who experience disabilities will continue to receive specially designed instruction.
- c. Students with language services will continue to receive English Language Development.
- d. Students identified as TAG will continue to receive services

Requirements for 1c. PHYSICAL DISTANCING

- Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require **use of all space** in the calculation. This also applies for professional development and staff gatherings. If implementing [Learning Outside guidance](#), establish an outside learning space for learning that maintains a minimum 35 square feet per person.
- Within this design, educators should have their own minimum of 35 square feet and the design of the learning environment must allow for some ability for the educator to move through the room efficiently and carefully without breaking 6 feet of physical distance to the maximum extent feasible.
- Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.
- Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.

- Schedule modifications to limit the number of students in the building or outside learning space (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).
- Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.
- Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.

Plan Details for 1c.

[NMSD Protocols for COVID-19 Specific Communicable Disease](#)

- Classroom Measurements will be used to calculate room capacity maintaining a 6 foot distance (35 square feet)
 - [Classroom Capacity Chart](#)
- Hallways and outside pathways will be directionally marked and color-coded for cohorts
- Bathroom protocols will include use of every other stall and sink.
- One way traffic for entrance/exit in two different locations depending on their transportation to and from school which will allow time standing in lines will be minimized.
- Age-appropriate protocols for teaching physical distancing, hand-washing, face covering, etc. will occur.
 - verbal explanation, modeling, reteaching, video, posters hung in classrooms and hallways
- Classroom cohorts are established with a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require **use of all space** in the calculation. This also applies for professional development and staff gatherings. If implementing Learning Outside guidance, establish an outside learning space for learning that maintains a minimum 35 square feet per person. Staff members will also have their own minimum of 35 square feet.
- With approximately 40% of our students returning to Hybrid, an A/B schedule limits the number of students in the building or outside learning space.

Requirements for 1d. COHORTING

- Where feasible, establish stable cohorts: groups shall be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff.
- The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.
- Each school must have a system for daily logs to ensure contact tracing among the cohort(s) (see section 1a).
- Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.
- Cleaning and sanitizing surfaces (e.g., desks, dry erase boards, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.

- Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards , and peers.
- Minimize the number of staff that interact with each cohort to the extent possible, staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.
- Elementary staff who interact with multiple cohorts (music, PE, library, paraprofessionals who provide supervision at recesses, etc.) should have schedules altered to reduce the number of cohorts/students they interact within a week. Consider having these staff engage via technology, altering duties so that they are not in close contact with students in multiple cohorts, or adjust schedules to reduce contacts.

Plan Details for 1d.

HYBRID Cohorts:

[NMSD Protocols for COVID-19 Specific Communicable Disease Cohort Daily Log](#)
[Screening Log](#)

In-Building Cohorts

Students will be assigned an A/B cohort based on last names, to keep family members in the same cohort. If contact tracing is necessary, protocols will be followed as per section 1a and in consultation with the LPHA and DHA.

Hybrid Cohort Model A/B

Cohort A and Cohort B will rotate days with one group attending two days per week and the other attending two days.

Week at a Glance:

- T/TH: Cohort A
- WED/FR: Cohort B
- **Cleaning Surfaces:** Each student will be provided their own technology device and cleaning supplies/sanitizer will be available.
- **Supplies:** Students will have their own supplies and will not be allowed to share.
- Schools can create small groups within cohorts around skills and instructional needs. For example, a small instructional Math group can be organized that is diverse by demographics, any disability criteria, speech/language services, or English language development.
- Students will not be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week.
- Staff members will limit the amount of interaction between cohorts

Specialized Staff

Staff that push in to support students or perform regular work assignments, such as special education teachers, occupational therapists, instructional assistants, counselors, behavior

specialists, and administrators, will follow sanitization protocols after leaving one stable cohort and before joining another stable cohort.

Extracurricular Activities Participation Guidelines

- If a student has **not** been diagnosed with COVID-19, has not been in close contact with someone diagnosed or is not experiencing symptoms.
 - Student may participate in activity and will be screened daily by staff
 - Students who have a chronic health condition cannot be excluded from participation
 - Must follow all safety protocols, and must report to staff immediately if feeling ill during the activity
- If a student has been diagnosed with COVID-19, has been in close contact with someone diagnosed or is experiencing symptoms.
 - Review student Health Management Plan if applicable to determine if symptoms are related to a documented chronic medical condition (e.g. asthma, allergies, etc)
 - Student is not able to participate in activity until cleared by a licensed medical provider
 - Assigned staff must call the Athletic Director to report student illness. AD will contact the district nurse

Requirements for 1e. PUBLIC HEALTH COMMUNICATION AND TRAINING

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

Plan Details for 1e.

Use the communication templates provided by ODE for the following:

Follow the NMSD Communicable Disease Protocols for COVID-19 for protocols for communications and sample letters provided by OHA and ODE. (consistent with district models).

Student, Family, Staff, and Community Communication

At the beginning of the year and at intermittent times, letters and emails will be given and infection control measures will be shared. This will include measures on when to stay home based on symptoms. All letters will use the preferred language.

Communication to families

- Letters will include an explanation of the rationale for choosing the instructional model (on site, hybrid, comprehensive DL) and why it was selected
- Specific infection control measures including reporting measures as per OHA.
- Continued communication will occur monthly based on district and specific school needs.
- Letter to parents (ELPA ([English/Spanish](#)) / Sped ([English/Spanish](#)))
- [Letter to Parents High Risk COVID-19 \(Eng/Spanish\)](#),
- Parent Letter - Sick child stay at home ([English/Spanish](#)) and Parent Daily Symptom Check Algorithm (Can my child go to school today? ([English/Spanish](#))) will be sent home prior to the first day of Limited In-Person
- Learning will follow the guidelines for [Health Protocols for In-Person](#)

Requirements for 1f. ENTRY AND SCREENING

- Direct students and staff to stay home if they have COVID-19 symptoms. COVID-19 symptoms are as follows:
 - Primary symptoms of concern: cough, fever (temperature of 100.4°F or higher) or chills, shortness of breath, difficulty breathing, or new loss of taste or smell.
 - Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, new nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available [from CDC](#).
 - In addition to COVID-19 symptoms, students must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE [Communicable Disease Guidance for Schools](#).
 - Emergency signs that require immediate medical attention:
 - Trouble breathing
 - Persistent pain or pressure in the chest
 - New confusion or inability to awaken
 - Bluish lips or face (lighter skin); greyish lips or face (darker skin)
 - Other severe symptoms

- Screen all elementary grade students for symptoms on-site every day. This can be done visually as well as asking students and staff about any new symptoms or close contact with someone with COVID-19. For students, confirmation from a parent/caregiver or guardian can also be appropriate. Secondary students must also be screened every day. This can be done off-site, prior to coming to school.
- 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.⁴
 - Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i) and sent home as soon as possible. [See table “Planning for COVID-19 Scenarios in Schools.”](#)
 - [Additional guidance](#) for nurses and health staff.
- Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. [See “Planning for COVID-19 Scenarios in Schools” and the COVID-19 Exclusion Summary Guide.](#)
- Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication must be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. See the [COVID-19 Exclusion Summary Guide](#).
- Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.

Plan Details for 1f.

Students and staff will be directed to stay home if they have COVID-19 symptoms. This information is in the student training, parent information packet and staff handbooks.

Students Screening for Entry: We will screen outside where cars pull up and have parents wait until the student passes screening to leave. If they fail the screen they go home. If arriving on a bus, students will be directed to go to their cohort entry door to be screened. If they fail screening, the office will be notified and student will be escorted to the isolation room and guardians will be notified.

- Cohorts for entry and exit will be established to limit movement and transmission. Students will be asked to arrive and depart within certain time windows.
- Students will form a single file line for distancing so staff members can visually check for symptoms and complete logs. At the screening table, students will get a visual screen and will be asked questions about symptoms prior to proceeding to their cohort staging area. Students will be offered a light breakfast to consume in their designated waiting area and ask what entree they would like for lunch. Masks can only be removed when eating breakfast.
 - Students arriving on the bus will enter the commons.
 - Students driving themselves will park in the Boones Ferry Parking lot and enter/exit from the Main Office entry.

⁴ Self-screening of adult staff members can be efficient but also problematic if not held to the highest of standards and building a culture where staff don't sign-in when they have symptoms that should have them staying or working from home.

- Parent Drop Off is located in the Boones Ferry parking lot and the student will enter/exit from the Main Office entry.
- All staff who do screenings will receive training.
- Students will be asked to use hand sanitizer prior to entry
 - [Hand Sanitizing poster](#)-using a visual flyer
- If a student appears or is determined as symptomatic, they will be escorted to the isolation area and the office will be notified.
- Students will go to their classroom where they will sit in an assigned seat. Seat spacing will be marked on the floors.
- Prior to eating breakfast, students must wash their hands or use hand sanitizer.

Screening Staff:

- Staff are required to report when they may have been exposed to or have symptoms of COVID-19. With proper training, staff members can self-screen and attest to their own health.
- Staff members are not responsible for screening other staff members for symptoms.

Requirements for 1g. VISITORS/VOLUNTEERS

- Restrict non-essential visitors/volunteers.
 - Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc.
 - Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc.
- Diligently screen all visitors/volunteers for symptoms and ask questions about symptoms and any close contact with someone diagnosed with COVID-19 upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See the [COVID-19 Exclusion Summary Guide](#).
- Visitors/volunteers must wash or sanitize their hands upon entry and exit.
- Visitors/volunteers must maintain 6 feet of physical distancing, wear face coverings, and adhere to all other provisions of this guidance.

Plan Details for 1g.

Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction until protocols are lifted.

Parent Access

- If a parent needs to retrieve their student during the student's school hours, they must follow established guidelines.
 - Arrange for prearranged absence prior to event
 - Arrive at the front entrance where student screening protocols will be followed as listed in 1.f.

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

- Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers.
- Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers informed by [CDC guidelines for Face Coverings](#). Individuals may remove their face coverings while working alone in private offices. Face shields are an acceptable alternative only when a person has a medical condition that prevents them from wearing a mask or face covering, when people need to see mouth and tongue motions in order to communicate, or when an individual is speaking to an audience for a short period of time and clear communication is otherwise not possible.
- Face coverings or face shields for all students in grades Kindergarten and up following [CDC guidelines for Face Coverings](#). Face shields are an acceptable alternative only when a student has a medical condition that prevents them from wearing a mask or face covering, or when people need to see the student's mouth and tongue motions in order to communicate.
- Face coverings should be worn both indoors and outdoors, including during outdoor recess.
- "Group mask breaks" or "full classroom mask breaks" are not allowed. If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:
 - Provide space well away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute or less "sensory break;"
 - Students must not be left alone or unsupervised;
 - Designated area or chair must be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use;
 - Provide additional instructional supports to effectively wear a face covering;
 - Provide students adequate support to re-engage in safely wearing a face covering;
 - Students cannot be discriminated against or disciplined for an inability to safely wear a face covering.
- Face masks⁵ for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses shall also wear appropriate Personal Protective Equipment (PPE) for their role.
 - [Additional guidance](#) for nurses and health staff.

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

- If any student requires an accommodation to meet the requirement for face coverings, districts and schools must limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:
 - Offering different types of face coverings and face shields that may meet the needs of the student.
 - Spaces away from peers while the face covering is removed; students must not be left alone or unsupervised.
 - Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease.
 - Additional instructional supports to effectively wear a face covering.

⁵ Face masks refer to medical-grade face masks in this document. RNs and other healthcare providers should refer to OHA for updated information.

- For students with existing medical conditions and a physician's orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny any in-person instruction.
- Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020, or the current plan in effect for the student if appropriately developed after March of 2020.
 - If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school or district must:
 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments.
 2. Not make placement determinations solely on the inability to wear a face covering.
 3. Include updates to accommodations and modifications to support students in plans.
 - For students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:
 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.
 2. The team must determine that the disability is not prohibiting the student from meeting the requirement.
 - If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,
 - If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning.
 3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.
- For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.
- If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools shall work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.

Plan Details for 1h.

[NMSD Protocols for COVID-19 Specific Communicable Disease](#)

Face Shields Required

- Staff who support feeding and toileting

- Speech Language Pathologists, Speech Language Pathology Assistants, or other adults providing articulation therapy.
- Staff in Basic Skills if needed
- Anyone who has to supervise a potential Covid-19 case where a student is in isolation.

Face Masks

- Required for all licensed and classified staff
- Required for school RNs and office staff working with students who might have been exposed or need other health supports
- Face coverings are required for all students in grades 9-12. Certain accommodations are noted in the guidance below.
 - Instruction on how to properly wear a face covering, desensitization support (getting used to wearing face coverings), recommended materials for homemade face coverings, proper care and cleaning, and allow for “face covering breaks” during the academic day. (Schedule outside breaks and location).
 - If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time, we will provide a supervised space away from peers while the face covering is removed
 - Students who want to abstain from wearing a face covering will be provided CDL remotely.
 - If a student is not able to wear a mask guidelines must be considered and employed to ensure access for students protected under ADA and IDEA. For students with existing medical conditions, doctor’s orders to not wear face coverings, or other health related concerns, schools/districts must not deny access to On-Site instruction. A meeting will occur to determine equitable access to educational opportunities which may include limited on-site instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.

Requirements for 1i. ISOLATION AND QUARANTINE

- Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.
- Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. See the [COVID-19 Exclusion Summary Guide](#).
 - Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that 6 feet distance is maintained. Do not assume they have the same illness. Consider if and where students and staff will be isolated during learning outside. Create a comfortable outdoor area for isolation or follow plan for in building isolation.
 - Consider required physical arrangements to reduce risk of disease transmission.

- Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.
- [Additional guidance](#) for nurses and health staff for providing care to students with complex needs.
- Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school or outside learning space, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.
 - School nurses and health staff in close contact with symptomatic individuals (less than 6 feet) must wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual must be properly removed and disposed of prior to exiting the care space.
 - After removing PPE, hands shall be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol.
 - If able to do so safely, a symptomatic individual shall wear a face covering.
 - To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.
- Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.
- Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in [“Planning for COVID-19 Scenarios in Schools.”](#)
- Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).
- Record and monitor the students and staff being isolated or sent home for the LPHA review.
- The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine.

Plan Details for 1i.

Isolation Room: [NMSD Protocols for COVID-19 Specific Communicable Disease](#)

- [HS Isolation Room Plan](#)
- A designated primary isolation area will be used for students and staff who are symptomatic.
- Symptomatic students will remain at school until a designated adult can pick them up.
- Staff will be assigned to supervise students who are symptomatic. This room has windows that allow for supervision from an exterior location.
- Secondary isolation areas may be identified if/as needed.
- Symptomatic staff will remain in isolation until they can safely leave the building
- Logs must be maintained for every student or staff member (1f) who enters the health room, regardless of whether they are treated or sent home. Logs will include:
 - Name of Student/Staff

- Reported symptoms/reasons for health room visit or isolation
- Action Taken

Health Room Records

A Power School entry must be made for every student who enters 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

Symptomatic Student Transportation

If a student requires transportation from school to home or to a caregiver due to symptoms of illness, schools will contact in order 1) the student's parents or caregiver; 2) emergency contacts; 3) their respective level office for guidance.

If the student's symptoms appear to require urgent medical attention and the school is unable to reach the student's parents or caregivers, the school may call an ambulance for transportation to a healthcare facility.

If a student is transported home or to a healthcare facility due to symptoms of illness, the school will notify the DHA.

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

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

Requirements for 2a. ENROLLMENT

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

- Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.
- The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students:
 - The ADM enrollment date for a student is the first day of the student's actual attendance.
 - A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year.
 - If a student does not attend during the first 10 session days of school, the student's ADM enrollment date must reflect the student's actual first day of attendance.

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

Plan Details for 2a.

- All NMHS students will be enrolled or unenrolled following the Oregon Department of Education and district guidelines and/or parental request.
- The temporary suspension of the 10-day drop rule will not change the rules for the initial enrollment date for students:
 - The ADM enrollment date for a NMMS 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, we will continue to try to engage the student by trying to contact students/families weekly and by doing home visits to encourage attendance or receive notice that the student has transferred.
- As we enroll students from other districts, we will request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer.
- Students will be marked as excused absence when there are student/family health and safety concerns.

- Absent students will receive support if they are pre-excused or have a COVID-19 absence.
- Students will continue to be counted absent beyond the suspended 1--day drop rule.

Requirements for 2b. ATTENDANCE

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

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

Plan Details for 2b.

Student Attendance:

- No student will be dropped for non-attendance
- An attendance policy using ODE and district guidelines will be implemented using check-ins through multiple modes with the teacher of record such as Google classroom, Canvas, office hours, phone calls, assignment submission and/or email.
- Attendance will be taken by teachers 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).
- PowerSchool (SIS) will be adjusted to reflect policies
- 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.
- Communication with parents will include attendance expectations.

Requirements for 2c. TECHNOLOGY

- Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d).

- Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.
- If providing learning outside and allowing students to engage with devices during the learning experiences, provide safe charging stations.

Plan Details for 2c.

Technology Distribution:

- All students will be assigned a 1:1 district-owned device for use in the school building and/or at home.
 - Hybrid students will bring devices and chargers daily when attending in-person.
 - Hybrid students who forget their device at home or bring it with no charge, will be provided a loaned machine for the day.
 - The devices will be cleaned and sanitized after each individual use..
- District-provided hotspots will be provided to ensure adequate internet access for all families.
- Any broken or non-functional machines will be replaced.

Requirements for 2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

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

Plan Details for 2d.

Handwashing -

- All people on campus will be expected to wash hands with soap and water for 20 seconds or use hand sanitizer
 - Upon entry into the building
 - At breaks
 - When returning from any activity
 - After using the restroom - students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. For learning outside if portable bathrooms are used, set up portable hand washing stations and create a regular cleaning schedule.
 - Before and after eating
 - Other depending on circumstance
- Signage for proper hand washing and sanitizer use will be displayed in all restroom and classrooms
- Sanitizer will be provided in multiple locations around the school and in each classroom and used when hand-washing is not readily available.
- Hand sanitizers will remain filled in classrooms.
- Classrooms will have sanitizing spray bottles and paper towels for cleaning and will have a designated sneeze station with tissues.

Equipment (not personal supplies but items used for a specific class such as beakers, sporting equipment (PE), scales, etc)

- Equipment will be cleaned and sanitized between use by cohorts using UV light technology, sanitizing wipes, or sanitizing spray.
- Equipment will be provided for individual cohorts on a needed basis. For example, PE may need individual sets of athletic equipment for different cohorts.
- Classroom Supplies that students must provide for themselves: (pencils, pens, scissors, glue, highlighters, erasers)

Events

- Off-site field trips and events requiring visitors or volunteers have been canceled.
- In-school events will be modified to follow cohorting and social distancing guidance.
- Athletic events and practices are coordinated through the athletic department following OSAA guidelines.
- Use of the building by outside groups will not be allowed.

Transitions/Hallways:

- Hallways will be divided with a line in the middle. Students stay on the right side of the hallways
- Students will transition between classes (4 times per day). There will be staggered release times for before 1st per, lunch, advisory, and after school. Supervision for transitions is established.
- Student cohorts will remain in the classroom with adult supervision.
- Cohort classrooms will be assigned by building area/grade level to allow access to a single bathroom and hand washing station throughout the school day.
- Teachers maintain cohort logs of Sign in/Sign out instead of hall passes (whenever a student leaves the room)
- Restroom visits are not allowed during transitions

Personal Property

- All students will maintain their own personal items in a backpack with them in their 35 square foot space at all times. No lockers will be used.
- Extra supplies and materials will be provided to students if needed.

Staff Rooms

- Staff rooms, common staff lunch areas, and workspaces will be limited to capacity usage at all times, with the ability to maintain six feet of distance between adults.
- Staff are allowed to use designated lunch rooms maintaining capacity limits and social distancing. Masks may only be removed while eating or drinking

Requirements for 2e. ARRIVAL AND DISMISSAL

- Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.
- Create schedule(s) and communicate staggered arrival and/or dismissal times.
- Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f).
- Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern.
 - Eliminate shared pen and paper sign-in/sign-out sheets.
 - Ensure hand sanitizer is available if signing children in or out on an electronic device.
- Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.

Plan Details for 2e.

Arrival/Entry/Dismissal of Students

- Each student will be assigned an entrance/exit point (i.e., a specific door) to the school building.
- Staff will be present at each entry point to [visually screen students for symptoms \(Screening Daily Log\)](#) and track cohort data ([Cohort Daily Log](#)) and ensure sanitizer used.
- Accurate sign-in/sign-out protocols will occur to help facilitate contact tracing by the LPHA.
- Upon entry, students will go directly to a designated area until staggered release to class.
- Students identified as potentially symptomatic will be directed to the office/isolation. *follow plan outlined in 1a.
- Students entering or leaving the building at times other than arrival or dismissal will use the main building entrance.
- Students entering school after arrival times will be screened for the primary symptoms of concern by a staff member.
- Arrivals will be greeted at the door by a staff member to reduce office traffic.

Parent Access

- If a parent needs to retrieve their student during the student's school hours, they must follow established guidelines.
 - Arrange for prearranged absence prior to event
 - Arrive at the front entrance where student screening protocols will be followed as listed in 1.f.
- All approved visitors or students leaving sign-in/sign-out tracking will be handled by office staff to reduce sharing of pen/paper.

Requirements for 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

- **Seating:** Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times.
- **Materials:** Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.
- **Handwashing:** Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues shall be disposed of in a garbage can, then hands washed or sanitized immediately.
 - Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.

Plan Details for 2f.

Seating

- Desks will be arranged with students being seated a minimum of six feet apart allowing for 35 square feet for all students and for the teacher/s. All seating will face the same way and the location of the desk will be marked to avoid displacement.
- Students will use a single assigned seat at all times per a seating chart.
 - Staff will arrange seating charts and shift based on optimizing performance and meeting student needs.
- We will consider marking 35 square foot spaces with tape or other markings.

Materials

- Sharing of community supplies will not be allowed and students will bring their own supplies that they transport in a backpack. If students need additional supplies, they will be given to them.
- Hand sanitizer and tissues will be available for use by students and staff. Recommended that students bring their own as well
- Students will keep/transport supplies in a personal backpack which will stay with them and lockers will not be used

Hand Washing

- All students will wash their hands (or use hand sanitizer) upon building entry and prior to breakfast and lunch
- Additional hand washing opportunities will be provided throughout the school day.
- Staff will give regular verbal reminders to students of the utmost importance of hand hygiene and respiratory etiquette (covering coughs and sneezes with an elbow or tissue). Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately.

- Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-90% alcohol.
- Signage at each sink/hand washing station will remind students and staff of effective hand washing/sanitizing practices.

Furniture

- All furniture that is not easily sanitized must be removed.
 - This includes all cloth items
 - This includes cloth toys/manipulatives

Classroom Procedures

- All students will maintain their own personal items with them in their 35 square foot space at all times.
- Teacher maintain log of Sign in/Sign out instead of hall passes (whenever a student leaves the room)

Seating

- Each class will have visual aids (e.g., painter's tape, stickers, etc.) to illustrate traffic flow, appropriate spacing

Environment

- When possible, windows will be open in the classroom before students arrive and after students leave or during class if appropriate

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

- Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's [Specific Guidance for Outdoor Recreation Organizations](#)).
- After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. For learning outside if portable bathrooms are used, set up portable hand washing stations and create a regular cleaning schedule.
- Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.
- Designate playground and shared equipment solely for the use of one cohort at a time. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment (balls, jump ropes, etc.) should be cleaned and disinfected at least daily in accordance with [CDC guidance](#).
- Cleaning requirements must be maintained (see section 2j).
- 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 6 feet of distance between adults. Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable space, understanding that tables and room set-up will require use of all space in the calculation. Note: The largest area of risk is adults eating together in break rooms without face coverings.

Plan Details for 2g.

- 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.
 - Signs are posted in restrooms
- Students will access outside areas during planned break times within their stable cohort.
- There will be no recess.
- Students will wash their hands or use hand sanitizer before returning to the building.
- Cleaning of equipment required between cohorts and not after every student. Equipment separated by cohort. Disinfection will be done at least daily or between use as much as possible in accordance with CDC guidance.
- Staff rooms, common staff lunch areas, and workspaces will be limited in usage with , maintaining six feet distance between adults.

Requirements for 2h. MEAL SERVICE/NUTRITION

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

will require use of all space in the calculation. Wear face coverings except when eating or drinking and minimize time in spaces where face coverings are not consistently worn.

Plan Details for 2h.

Meal Service for Students

- All students whether they are accessing hybrid or distance learning will be provided nutrition.
- All meals will be served in designated areas meeting the 6ft social distancing and 35 sq.ft.
- All students must wash hands for 20 seconds or use hand sanitizer with 60-95% alcohol prior to meals. If possible, students will wash hands in the classroom. If not, follow hallway and restroom procedures above.
- Each table/desk will be cleaned prior to meals being consumed

Nutrition for Staff

- Staff is encouraged to eat meals in their classroom
- Staff should not share common microwaves, coffee pots, etc. If this is not possible, complete sanitizing must be completed after each use.

Requirements for 2i. TRANSPORTATION

- Include transportation departments (and associated contracted providers, if used) in planning for return to service.
- Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j).
- Staff must use hand sanitizer (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle. Gloves are not recommended; hand sanitizer is strongly preferred. If hand sanitizer is not available, disposable gloves can be used and must be changed to a new pair before helping each child.
- Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This must be done at the time of arrival and departure.
 - If a student displays COVID-19 symptoms, provide a face covering (unless they are already wearing one) and keep 6 feet away from others. Continue transporting the student.
 - The symptomatic student shall be seated in the first row of the bus during transportation, and multiple windows must be opened to allow for fresh air circulation, if feasible.
 - The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected.
 - If arriving at school, notify staff to begin isolation measures.
 - If transporting for dismissal and the student displays an onset of symptoms, notify the school.
- Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.

- Per federal guidance, drivers must wear properly fitting face coverings at all times. A face shield or goggles may be worn to supplement a properly fitting face covering. Please refer to the [CDC order](#).
- Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).
- Face coverings for all students, applying the guidance in section 1h to transportation settings. This prevents eating while on the bus.
- Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible.

Plan Details for 2i.

- Work with the transportation department to develop district level routes, training, and updates.
- 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).
- Bus routes will be adjusted to support cohorting students and physical distancing, including
 - three feet of physical distance between passengers
 - six feet of physical distance between the driver and passengers (except during boarding and in assisting those with mobility devices)
 - Face coverings/shields will be required for all students
- All bus drivers:
 - All bus drivers must wear face coverings at all times, even when driving.
 - offer masks to students who do not have one
 - watch for COVID symptoms.
 - If arriving at school, notify staff to begin isolation measures.
 - Isolate in a spot on bus 6 feet from other riders and ensure all students are properly wearing a mask. Let School know of incoming isolation patients.
 - Monitor student contact - one child per seat unless a family or same household.
 - Be trained using the support from the school nurse
 - Have access to surplus masks to provide to students when needed.
- Busses will be cleaned and wiped down between each route daily.

Requirements for 2j. CLEANING, DISINFECTION, AND VENTILATION

- Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected ([CDC guidance](#)) environments, including classrooms, cafeteria settings and restrooms. Provide time and supplies for the cleaning and disinfecting of high-touch surfaces between multiple student uses, even in the same cohort.
- Outdoor learning spaces must have at least 75% of the square footage of its sides open for airflow.

- Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment should be cleaned and disinfected at least daily in accordance with [CDC guidance](#).
- Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.
- To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.
- Schools with HVAC systems must evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems shall, to the extent possible, increase natural ventilation by opening windows and interior doors before students arrive and after students leave, and while students are present. Do not prop open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed.)
- Schools with HVAC systems should ensure all filters are maintained and replaced as necessary to ensure proper functioning of the system.
- All intake ports that provide outside air to the HVAC system should be cleaned, maintained, and cleared of any debris that may affect the function and performance of the ventilation system.
- Consider running ventilation systems continuously and changing the filters more frequently. Do not use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans must not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.
- Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.
- Facilities must be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see [CDC's guidance on disinfecting public spaces](#)).
- Consider modification or enhancement of building ventilation where feasible (see [CDC's guidance on ventilation and filtration](#) and [American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance](#)).

Plan Details for 2j.

Cleaning/Sanitizing:

- Cleaning supplies will be provided in each learning space and can be used frequently for surface cleaning and for common touch points
- Custodial staff will clean bathrooms frequently throughout the day
- Drinking fountains will be turned off
- Buildings will be deep cleaned by custodial staff in between cohorts using CDC guidance
- Touchpoints will be sanitized between each cohort

Ventilation:

- The building will have a new HVAC system that will be implemented and the filter system used.
- Windows and doors will be opened as possible

- Consider separate filtration units on an as needed basis.
- Bathroom sinks will be marked for usage using distance guidance

Requirements for 2k. HEALTH SERVICES

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

Plan Details for 2k.

- Healthcare professionals (district nurse; mental and behavioral health providers; physical, occupational, speech, and respiratory therapists meet routinely to plan and address the needs of medically fragile/medically complex students and students with disabilities.
- Prevention-oriented health services are provided for all students. Care coordination for students with special health care needs are provided for via IEPs, 504s, and IHPs.
- An isolation room will be established. Refer to [NMSD Protocols for COVID-19 Specific Communicable Disease](#) for details of isolation room protocols.
- Maps with specific locations for entry/exit/restrooms, etc will be posted in common areas

Requirements for 2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

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

- Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.

Exception

- They have a current and complete RSSL Blueprint and are complying with Sections 1-3 and any other applicable sections, including Section 2L.
- The school maintains a fully-closed residential campus (no non-essential visitors allowed), and normal day school operations are only offered remotely through distance learning.
- There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.
- Less than 10% of staff, employees, or contracts (in total) are traveling to or from campus. Staff in this designation will:
 - Limit travel to essential functions.
 - Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19.
- Any boarding students newly arriving to campus will either:
 - Complete a quarantine at home for 14 days* prior to traveling to the school, OR
 - Quarantine on campus for 14 days.*

*A 14-day quarantine is the safest option to prevent the spread of COVID-19 to others.

However, in either option above, for boarding students who have not developed any symptoms, schools may consider ending quarantine after 10 days without any testing, or after 7 days with a negative result on a COVID-19 viral test collected within 48 hours before ending quarantine, unless otherwise directed by the local public health authority (LPHA).

- Student transportation off-campus is limited to medical care.

Plan Details for 2L.

Does not apply

Requirements for 2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

- In accordance with [ORS 336.071](#) and [OAR 581-022-2225](#) all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies.
 - At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats.
 - Fire drills must be conducted monthly.
 - Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year.
 - Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year.

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

Plan Details for 2m.

Safety Drills: Safety drills will be scheduled for both cohorts to participate. All dates are suggestions and will be adjusted based on guidance.

Training video will be used monthly on each of the following and designed by Security Director:

- Bus evacuation drill
- Lockdown drill
- Earthquake drill
- Fire 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.
- Drills will be conducted using safety protocols including physical distancing with LIPI
- Students will wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.

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

- Utilize the components of Collaborative Problem Solving⁶ or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills⁷.
- Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.

⁶ See [this site](#) for an overview of Collaborative Problem Solving.

⁷ In the CPS framework, lagging skills are the reasons that a child is having difficulty meeting expectations or responding adaptively to triggers. Specific lagging skills can be assessed using the [Collaborative Problem Solving Assessment & Planning Tool - Likert Scale](#) (CPS-APT) or the [Assessment of Lagging Skills and Unsolved Problems](#) (ALSUP).

- Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.
- Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.
- Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.
- Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues.
- Plan for the impact of behavior mitigation strategies on public health and safety requirements.
- 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.

Plan Details for 2n.

- Staff will build relationships with students and know them by name as a proactive step towards regulation techniques
- Staff will be trained and take proactive steps to recognize when a trigger event is occurring, remove the trigger if possible, and provide options to the escalated student that may include:
 - A supervised walk
 - A trip to the restroom
 - A brain break
 - A chance to listen to music
 - A student chosen activity that remains within the safety protocols
 - An option to go to a separate clean room
- Staff will implement elements of SEL for all classes
- Any students with known behavior plans will receive prior training on routines and procedures prior to attending the in-person instruction.
 - Staff will be notified and trained on the accommodations in any behavior plans.
- In the event of an escalated situation, all other students will exit to a supervised safe location while a supervising staff observes the escalated student and has minimal interactions (enough to ensure safety) with the student until the de-escalation phase begins.
- A clean and safe alternative location will be prepared in advance and given as an option during escalation
- In the event that physically aggressive behavior occurs, staff will be trained to:
 - Limit interactions
 - Stay calm
 - Use the least amount of contact possible

- Sanitize all surfaces after escalation
- Wash hands after escalation

Requirements for 2o. PROTECTIVE PHYSICAL INTERVENTION

- In accordance with ORS 339.291, ORS 339.300, and OAR 581-015-2556, if restraint or seclusion is used on a student, it must be imposed by personnel who are trained in approved restraint or seclusion programs, or by other personnel who are otherwise available in the case of emergency circumstance. Staff may engage in close contact (less than 6 feet of physical distance) with no more than two other individuals on a given day for the purposes of assessing physical skills associated with required training components of approved programs, under the following conditions:
 - Only participants and trainers are allowed to be present for these sessions.
 - Participants and trainers must be screened for symptoms associated with COVID-19 prior to the start of each session. Anyone exhibiting symptoms, by visual screening or self-report, shall not participate in training at that time.
 - All participants and trainers must wash their hands immediately prior to and following direct physical contact with another person.
 - All people in close contact for this purpose must wear appropriate Personal Protective Equipment (PPE), including but not limited to, medical grade N95 face masks, face shield, gloves, and gown.
- 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). Single-use disposable PPE must not be re-used.

Plan Details for 2o.

- Staff will be trained on the expectations of cleaning PPE per RSSL guidance.

Response to Outbreak (Section 3 of the RSSL Guidance)

Requirements for 3a. PREVENTION AND PLANNING

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

Plan Details for 3a.

- Board Policy JHCC and GBEB: We will follow the plan for communicable disease. Follow the [NMSD Communicable Disease Management Plan](#) and [NMSD PROTOCOLS for COVID-19 SPECIFIC COMMUNICABLE DISEASE](#):
- Our instructional plan will be flexible and ready to transition to CDL when needed without disruption to the learning process.
- Current plan outlines a process for reporting any suspected or confirmed cases of novel viruses to the district nurse

- In the event of a confirmed case of COVID-19 or of an outbreak, we will follow the guidance of the LPHA in partnership with the DHA.

Requirements for 3b. RESPONSE

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

Plan Details for 3b.

- **An updated district outbreak response protocol is forthcoming using Board Policy JHCC and GBEB??**
- A district response team composed of admin, safety personnel (District Nurse) in conjunction with the LPHA will review identified cases and follow an established emergency response framework determining whether part of the school, the entire school/district must respond by moving to CDL.
- If possible, close areas (bathrooms, etc.) where students have been so they can be sanitized to avoid cross-contamination

Requirements for 3c. RECOVERY AND REENTRY

- Review and utilize the “[Planning for COVID-19 Scenarios in Schools](#)” toolkit.
- Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow [CDC guidance](#) for classrooms, cafeteria settings, restrooms, and playgrounds.
- When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.

Plan Details for 3c.

- Distance learning and limited-in-person learning will be planned in collaborative teams, allowing for students (and the school community) to move between an in-person and distance learning model.
- In the event of school closure, all students and staff will participate in distance learning until ordinance is lifted.
- Consult with LPHA for guidance on cleaning, sanitizing and disinfecting surfaces.
- Follow LPHS guidance regarding the return of students and staff for onsite instruction.

ASSURANCES

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

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

This section does not apply to private schools.

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

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

Does statement 1 apply to your school? Yes

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

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

Does statement 2 apply to your school?

Assurance Compliance and Timeline

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

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

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

School’s response:

