



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 12/7/2020

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION			
Name of School, District or Program	Three Sisters Adventist Christian School		
Key Contact Person for this Plan	Jennifer Neil		
Phone Number of this Person	541-389-2091		
Email Address of this Person	jenny@threesistersschool.com		
Sectors and position titles of those who informed the plan	Dan Nicola, Associate Superintendent for SDA Oregon Conference Office of Education, Emily Freeland, LPHA contact for Deschutes County Brenda Dederer, Office Manager, Kayla Collins, 5th-8th Grade Teacher, Jenny Neil, 2nd-4th Grade Teacher, Principal, Sheila Armstead, PreK-1st Grade Teacher, Karla Toms, School Board Member and R.N., Carolyn Bell, School Board Member and R.N.		
Local public health office(s) or officers(s)	Emily Freeland	LPHA contact for Deschutes County	541-322-7418
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Brenda Dederer	Office Manager	
Intended Effective Dates for this Plan	Sept. 2020 - June 2021		

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.

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Email Address of this Person	jenny@threesistersschool.com
ESD Region	Redmond

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

- Email communication to our school parents sharing information and inviting questions
- Bimonthly zoom meetings with school parents and monthly meetings with school board members
- Posted COVID-19 safety measures and protocols at school entrances
- Newsletter with information to our church constituent members and student families
- School Board discussion and communication regarding the RSSL document
- Phone contact with LPHA, attended zoom meetings with the LPHA

3. Indicate which instructional model will be used.

Select One:

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

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-19 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a>) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

In completing this portion of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. [Here is a link to the overview of CDL Requirements.](#) Please name any requirements you need ODE to review for any possible flexibility or waiver.

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.

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

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



0. Health Metrics for Returning to In-Person Instruction

OPERATING WITHIN THE GENERAL METRICS

- The school meets eligibility for the “Safe Harbor Clause” as they were operating with in-person instruction in compliance with previous metrics, including under any prior exceptions. *Unless operating under an exception in section 0d of the **Ready Schools, Safe Learners** guidance, if the school is located in a county with metrics in the “Distance Learning” column of the metrics chart, then the school must transition to distance learning by January 4, 2021.*
- The school currently meets the General Metrics to successfully reopen for in-person instruction in an On-Site or Hybrid (On-Site and Distance Learning) model. *If this box cannot yet be checked, the school must return to Comprehensive Distance Learning but may be able to provide some in-person instruction through the exceptions noted below.*

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

- The school currently meets the criteria required to provide limited in-person instruction (LIPI) for specific groups of students (see section 0d(1) of the **Ready Schools, Safe Learners** guidance).
- The school is small and remote (enrollment ≤75) and the LPHA has established that the school currently meets the criteria required for small remote schools (see section 0d(2) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the conditions required for to provide in-person instruction under the low population density, large population county exception (see section 0d(3) of the **Ready Schools, Safe Learners** guidance).
- The school is eligible for an emergency waiver for in-person instruction due to the impact of wildfires (see section 0d(4) of the **Ready Schools, Safe Learners** guidance).



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting.	See TSACS Communicable Disease School Management Plan
<input checked="" type="checkbox"/> 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 .	Brenda Dederer, Office Manager is our designated safety officer to enforce physical distancing requirements consistent with RSSL and OHA.
<input checked="" type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.	Emily Freeland , LPHA contact person, Karla Toms, RN and Carolyn Bell, RN for information, support, and reference for the plan to ensure it was in accordance with RSSL guidelines.
<input checked="" type="checkbox"/> Process and procedures established to train all staff in sections 1 - 3 of the Ready Schools, Safe Learners guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.	All Staff and Teachers trained as outlined in section 2.F
<input checked="" type="checkbox"/> Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff.	Screening/Isolation: Visual screening of all students and staff is outlined in Communicable disease School Management Plan. Potentially symptomatic students will be isolated following guidance outlined in section 10 of TSACS CDSMP.
<input checked="" type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.	

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Process to report to the LPHA any cluster of any illness among staff or students. ☒ Protocol to cooperate with the LPHA recommendations. ☒ Provide all logs and information to the LPHA in a timely manner. ☒ Protocol for screening students and staff for symptoms (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Protocol to isolate any ill or exposed persons from physical contact with others. ☒ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit. <ul style="list-style-type: none"> • If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the <i>Ready Schools, Safe Learners</i> guidance), the daily log may be maintained for the cohort. • If a student(s) is not part of a stable cohort, then an individual student log must be maintained. ☒ Required components of individual daily student/cohort logs include: <ul style="list-style-type: none"> • 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. ☒ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site. ☒ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19. ☒ Designate a staff member and process to ensure that the school provides updated information regarding current instructional models and student counts and reports these data in ODE's COVID-19 Weekly School Status system. ☒ Protocol to respond to potential outbreaks (see section 3 of the <i>Ready Schools, Safe Learners</i> guidance). 	<p>Contact Tracing: Contact tracing logs will be kept for each student/cohort. 1.A-I</p> <p>Outbreak plan: Three Sisters Adventist Christian School Protocol is outlined in section 1. A-F and section 10.</p> <p>Students temperature and health check questions are asked before allowing entry to students into the building.</p> <p>Any student becoming ill during the school day is isolated and parent/guardian is asked to come pick up the child.</p> <p>A list of students within each cohort and the contact phone numbers is available to the LPHA official.</p> <p>Child's name, time of drop off/pick up, parent/guardian contact information is recorded each day and kept on file.</p> <p>All daily attendance records are kept in the office.</p> <p>All staff and anyone entering the building records health pass to health check and time of entry and exit of the building.</p> <p>LPHA is notified of any closure and health check and cleaning procedures are discussed.</p> <p>Jennifer Neil - Principal, provides information to McKenzie Wallace at the Oregon Conference Office of Education to submit to the ODE weekly school status report. TSACS Communicable Disease Plan will be followed.</p>

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p>Medically Fragile, Complex and Nursing-Dependent Student Requirements</p> <p><input type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. 	<p>Parents are notified that we are not equipped to meet the needs of students with certain health conditions.</p> <p>All students and staff will be given the opportunity to self-identify as vulnerable. We do not have a school nurse or provide nursing services.</p> <p>Staff: We will work with vulnerable staff/faculty to arrange feasible accommodation. Options may include work from home. Staff may also consider all leave options.</p> <p>Students: We will work with vulnerable students to accommodate them. Options may</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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. 	<p>include distance learning and participation of classes via video conferencing.</p> <p>All students identified as vulnerable, either by a physician, or parent/guardian notification, will be enrolled at the discretion and in communication with the parent/guardian as to the inherent risks involved with on-site education.</p> <ul style="list-style-type: none"> • Students who experience disability will continue to receive specially designed instruction according to their service plan and in communication with how the ESD is delivering services. <p>Visitors/Volunteers</p> <ul style="list-style-type: none"> • Visitors/Volunteers will be allowed only according to Communicable Disease Management Plan section 2.B.C.F, 3.A.B. and section 8. Adults in schools are limited to essential personnel only.

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings.</p>	<p>Capacity for TSACS School Settings: PreK-1st Grade Classroom: 680 usable sq ft. no more than 19 people 2nd-4th Grade Classroom: 631 usable sq ft. no more than 18 people 5th-8th Grade Classroom: 615 usable sq ft. no more than 17 people Maker Space Classroom: 420 usable sq ft: no more than 12 people Gym: 4 661 sq ft usable space: no more than 133 people</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible. <input checked="" type="checkbox"/> Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. <input checked="" type="checkbox"/> Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). <input checked="" type="checkbox"/> Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. <input checked="" type="checkbox"/> Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. 	<p>Gym: 1,001 sq. ft. usable space; no more than 100 people Office: 1170 sq. ft. usable space; no more than 3 people Hallway: 272 sq. ft. usable space; no more than 7 Entryway: 210 sq. ft. usable space; no more than 6 people. Bathrooms: School policy is only 1 person in the bathroom at a time Student Population by Classroom Cohort: Based on enrollment 8/20 PreK-1st Grade Cohort: 16 students + 2 Teachers 2nd-4th Grade Cohort: 17 students + 1 Teacher 5th-8th Grade Cohort: 15 students + 1 Teacher</p> <p>Visual markers have been placed on the floors to remind students to</p> <p>Safety Officer, Brenda Dederer, is the designated person for ensuring that</p>

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 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. <ul style="list-style-type: none"> • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. <input checked="" type="checkbox"/> Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools must plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. Cohorts may change week-to-week, but must be stable within the educational week. <input checked="" type="checkbox"/> Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. <input checked="" type="checkbox"/> Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. <input checked="" type="checkbox"/> Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers. <input checked="" type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. 	

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. 	<p>Letter/Email to Staff, and review of this document as well as the TSACS CDSMP.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19. <ul style="list-style-type: none"> • The definition of exposure is being within 6 feet of a person who has COVID-19 for at least 15 cumulative minutes in a day. ☒ 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. ☒ Provide all information in languages and formats accessible to the school community. 	<p>Staff Training and information meeting</p> <p>Letter to Parents/Email to TSACS Families/ Phone calls. See TSACS Communicable Disease Management Plan section 9</p> <p>School website: threesisterschool.com</p>

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> • 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, <i>new</i> 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: <ul style="list-style-type: none"> ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face (lighter skin); greyish lips or face (darker skin) ○ Other severe symptoms ☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health. <ul style="list-style-type: none"> • Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <i>Ready Schools, Safe Learners</i> guidance) and sent home as soon as possible. See table "Planning for COVID-19 Scenarios in Schools." • Additional guidance for nurses and health staff. ☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See table "Planning for COVID-19 Scenarios in Schools." ☒ 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. 	<p>Screening Students: Students will be visually screened by the staff as they enter the building. See TSACS Communicable Disease School Management Plan section 3.8. If a student presents primary symptoms of concern, they will be directed to the East entryway by the school office. This site can be isolated due to the windows and doors to allow for observation but also isolation. Screening will include updating the cohort or student log. See section 9 of CDSM.</p> <p>Entry: Child pick-up and drop-off will be curbside at East and West entrances to the school. For PreK - 1st grade, all parents/guardians will use the West entrance and keep 6 ft physical distancing guidelines as marked on the pavement. Students in grades 2-8 will enter the building using the East entrance limiting direct contact between parents and staff members.</p> <ul style="list-style-type: none"> •Siblings are assigned the same door as entry door for morning and afternoon drop-off and pick-up. Two entrances will be used to spread out students entering. •Supervision of East and West door drop off area to ensure students are adhering to distancing guidelines. •Upon arrival, staff members will conduct a basic visual health screening of all students prior to their entering the school building or after school has begun.

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	<p>in the front reception area.</p> <ul style="list-style-type: none"> •Logs of health screening will be kept for a minimum of 4 weeks. <p>Students enter from hallway door in the morning and after restroom use. They enter from outside doors after every recess and lunch period. They follow all hand hygiene protocols upon entry to the school and/or classroom. Hand washing protocols are posted at each hand washing sink.</p> <p>for observation but also isolation. Screening will include updating the cohort or student log. See section 9 of CDSM.</p>

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Restrict non-essential visitors/volunteers. <ul style="list-style-type: none"> • Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. • Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. 	<p>See TSACS CDMP section 9 All non-essential visitors are not allowed in the building.</p>
<input checked="" type="checkbox"/> Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See table “Planning for COVID-19 Scenarios in Schools.”	<p>All visitors/personnel entering the building answers health check questions, takes their temperature, and washes or sanitizes their hands. Face coverings are worn at all times. 6 ft. distancing is required.</p>
<input checked="" type="checkbox"/> Visitors/volunteers must wash or sanitize their hands upon entry and exit.	
<input checked="" type="checkbox"/> Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.	

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers following CDC guidelines for Face Coverings . Individuals may remove their face coverings while working alone in private offices. Face shields are an acceptable alternative 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.	<p>Facial coverings are required for:</p> <ul style="list-style-type: none"> •Staff providing 1:1 student support Facial coverings are required for all staff moving throughout campus, including but not limited to: •Office Staff when working in areas other than the front office •Administration <p>Facial coverings are required for all students in grades K-8 and all staff and teachers.</p>
<input checked="" type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings . Face shields are an acceptable alternative when a student has a medical condition that prevents them from wearing a mask or face covering, or when people need to see the student’s mouth and tongue motions in order to communicate.	<p>We do not have a school RN or medical personnel.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Face coverings should be worn both indoors and outdoors, including during outdoor recess. ☒ Group mask breaks” or “full classroom mask breaks” are not allowed. If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time: <ul style="list-style-type: none"> • Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute “sensory break;” <ul style="list-style-type: none"> ○ Students must not be left alone or unsupervised; ○ Designated area or chair must be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use; • Provide additional instructional supports to effectively wear a face covering; • Provide students adequate support to re-engage in safely wearing a face covering; • Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day. ☒ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses shall also wear appropriate Personal Protective Equipment (PPE) for their role. <ul style="list-style-type: none"> • Additional guidance for nurses and health staff. 	<p>Students in grades K-8 are required to wear face coverings at all times.</p> <p>Signs and guidance for students to remember face covering protocols are placed around the classroom and in the hallway as a visible reminder.</p> <p>Health screeners wear face coverings when doing health checks.</p>
<p>Protections under the ADA or IDEA:</p> <ul style="list-style-type: none"> ☒ 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: <ul style="list-style-type: none"> • Offering different types of face coverings and face shields that may meet the needs of the student. • Spaces away from peers while the face covering is removed; students must not be left alone or unsupervised. • Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease. • Additional instructional supports to effectively wear a face covering. ☒ For students with existing medical conditions and a physician’s orders to not wear face coverings, or other health related concerns, schools/districts must not deny any in-person instruction. 	<p>Student desks and study areas are distanced so as to provide a safe space a student could move to if a student needs supportive guidance for wearing a face covering.</p> <p>Several types of face coverings are kept in the office if a child needs a different type or has forgotten their face covering, or their covering has been soiled.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020, or the current plan in effect for the student if appropriately developed after March of 2020.</p> <ul style="list-style-type: none"> • 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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. <ul style="list-style-type: none"> ● 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. <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> 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.</p>	

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.</p>	<p>Please see our TSACS Communicable Disease Management Plan</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. <ul style="list-style-type: none"> • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. • Consider required physical arrangements to reduce risk of disease transmission. • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. • Additional guidance for nurses and health staff for providing care to students with complex needs. 	<p>Morning Health Checks before students enter the building. See our TSACS Communicable Disease Management Plan.</p>
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. <ul style="list-style-type: none"> • School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) must wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual must be properly removed and disposed of prior to exiting the care space. • 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. 	<p>Students waiting to be picked up because of symptoms will wait in an isolated yet viewable area by the front office.</p>
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility. 	<p>Parent or Guardian will provide transportation from school.</p>
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 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." 	
<ul style="list-style-type: none"> <input type="checkbox"/> 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). 	<p>N/A</p>
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Record and monitor the students and staff being isolated or sent home for the LPHA review. 	



2. Facilities and School Operations

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

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. <input type="checkbox"/> The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: <ul style="list-style-type: none"> • The ADM enrollment date for a student is the first day of the student's actual attendance. • A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year. • If a student does not attend during the first 10 session days of school, the student's ADM enrollment date must reflect the student's actual first day of attendance. • Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns. <input type="checkbox"/> 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. <input type="checkbox"/> 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. 	<p>N/A for Private Schools</p>

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 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). <input type="checkbox"/> 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). <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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.	N/A for Private Schools

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	N/A for private schools TSACS technology is cleaned daily. Each student within their cohort handles their own separate device. They are not sharing devices.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Handwashing: All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer. <input checked="" type="checkbox"/> Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.	<ul style="list-style-type: none"> ● Handwashing: All students will have access to hand washing before and after lunch/snack is served and after each recess. Opportunity for frequent hand washing will be provided throughout the school day. ● Equipment: All classroom supplies and PE equipment will be cleaned and sanitized before use by another student or cohort group. ● Safety Drills: During fire drills (and all other safety drills), all cohort classes will be physically distanced during exit, recovery, and reentry procedures. ● Events: Field trips will be designed virtually for the school year. All assemblies, special

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Personal Property: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use shall be limited to the item owner.</p>	<p>performances, school-wide parent meetings and other large gatherings will be cancelled, held in a virtual format, or designed in a manner that allows appropriate physical distancing to be maintained throughout.</p> <p>● Transitions/Hallways: Hallway traffic direction marked to show travel flow.</p> <p>● Classroom line up: students line up in cohort classes outside and in the gym in designated areas, keeping more than 6 feet between cohort group/each other. Line up areas are to be marked with visual cues to indicate adequate physical distance.</p> <p>● Personal Property: Each classroom will have a limit on the number of personal items brought in to school. A full list will be sent home prior to class starting with allowable items (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, etc.). If personal items are brought to school, they must be labeled prior to entering school and not shared with other students.</p> <p>Restrooms: PreK-1st grade students will use the individual bathroom within their designated classroom. 2nd-8th grade will use the hallway restroom or gym restroom. One student at a time. These classrooms will be cleaned daily</p>

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.</p> <p>☒ Create schedule(s) and communicate staggered arrival and/or dismissal times.</p> <p>☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance).</p> <p>☒ 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.</p> <ul style="list-style-type: none"> • Eliminate shared pen and paper sign-in/sign-out sheets. • Ensure hand sanitizer is available if signing children in or out on an electronic device. 	<p>Screening Students: Students will be visually screened by the staff upon arrival. When the screening indicates that a student may be symptomatic, the student is directed to the office. *Follow established protocol from CDMP (see section 1a). Screening will include updating the cohort or individual student logs.</p> <p>Entry: See TSACS CDSMP section 7</p> <p>Each teacher/staff member will use a sign-in/sign-out protocol to help facilitate contact tracing.</p> <p>Staff will fill in the information and not allow a shared pen/paper</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> 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.	Alcohol-based and hand sanitizer dispensers are easily accessible near all entry doors and high traffic areas. Drop off/pick up of students is “drive-thru” with health checks happening at the car of the parent/guardian before child is released to the staff for entry into the school.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> 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.	<ul style="list-style-type: none"> ● Seating: Student seating will be spaced at least six feet apart. Students will be assigned seating so they are spaced and will keep that assigned seat at all times.
<input checked="" type="checkbox"/> 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.	<ul style="list-style-type: none"> ● Materials: Students will not be sharing materials/ supplies. Each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.). If needed to share, these items will be cleaned frequently. Hand sanitizer and tissues will be available for use by students and staff.
<input checked="" type="checkbox"/> 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. <ul style="list-style-type: none"> • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. 	<ul style="list-style-type: none"> ● Handwashing: Students will wash hands before each meal and frequently throughout the day. ● Respiratory Etiquette: School staff will consistently teach and reinforce the need for ongoing respiratory etiquette. ● Classroom Procedures: All PK-8 classes will use an assigned cubby or storage spaces for individual student belongings.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> 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).	School playgrounds are only to be used by TSACS students and authorized personnel.
<input checked="" type="checkbox"/> After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff.	All students, staff, and teachers will wash hands with soap and water for 20 seconds when using the restroom.
<input checked="" type="checkbox"/> Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol.	
<input checked="" type="checkbox"/> 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 .	Each cohort has their own designated equipment solely for the use of that cohort. All playground equipment will be disinfected daily and as often as possible in accordance with the CDC guidance.
<input checked="" type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance).	Students and staff are encouraged to maintain a 6ft. physical distance while on the playground, ball field, gym, hallway, classroom, where possible.
<input checked="" type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements.	
<input checked="" type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).	Signs will direct flow of traffic and remind students/ staff to maintain physical distancing guidelines.

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts. <input checked="" type="checkbox"/> Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. <input checked="" type="checkbox"/> Limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms, break rooms, and elevators by limiting occupancy or staggering use, maintaining six feet of distance between adults. Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable space, understanding that tables and room set-up will require use of all space in the calculation. 	<p>All outdoor equipment is cleaned daily.</p> <p>Each cohort follows a designated schedule so as not to interact with other cohorts .</p>

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Include meal services/nutrition staff in planning for school reentry. <input checked="" type="checkbox"/> Prohibit self-service buffet-style meals. <input checked="" type="checkbox"/> Prohibit sharing of food and drinks among students and/or staff. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and shall be encouraged to do so after. <input checked="" type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items). <input checked="" type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. <input checked="" type="checkbox"/> Adequate cleaning and disinfection of tables between meal periods. <input checked="" type="checkbox"/> Since staff must remove their face coverings during eating and drinking, limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms and break rooms by limiting occupancy or staggering use. Consider staggering times for staff breaks, to prevent congregation in shared spaces. Always maintain at least six feet of physical distancing and establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. Wear face coverings except when eating or drinking and minimize time in spaces where face coverings are not consistently worn. 	<p>TSACS does not provide any meal service</p> <p>All Staff wear face shields or face coverings to distribute or help with snacks. Only staff with food handler’s licenses distribute snacks according to safety protocols.</p>

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service. <input type="checkbox"/> Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> 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. <input type="checkbox"/> 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. <ul style="list-style-type: none"> • If a student displays COVID-19 symptoms, provide a face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. <ul style="list-style-type: none"> ○ The symptomatic student shall be seated in the first row of the bus during transportation, and multiple windows must be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected. • If arriving at school, notify staff to begin isolation measures. <ul style="list-style-type: none"> ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. <input type="checkbox"/> 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. <input type="checkbox"/> Drivers must wear masks or face coverings while driving, unless the mask or face covering interferes with the driver's vision (e.g., fogging of eyeglasses). Drivers must wear face coverings when not actively driving and operating the bus, including while students are entering or exiting the vehicle. A face shield may be an acceptable alternative, as stated in Section 1h of the <i>Ready Schools, Safe Learners</i> guidance. <input type="checkbox"/> 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). <input type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the <i>Ready Schools, Safe Learners</i> guidance to transportation settings. 	<p>N/A for TSACS</p>

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. ☒ 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). ☒ Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> 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). ☒ 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. 	<p>See TSACS CDSMP section 6</p>

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 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. <input type="checkbox"/> 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).	N/A for Private Schools

2I. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: <ul style="list-style-type: none"> • Contact tracing • The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. • Quarantine of exposed staff or students • Isolation of infected staff or students • Communication and designation of where the “household” or “family unit” applies to your residents and staff <input type="checkbox"/> Review and take into consideration CDC guidance for shared or congregate housing: <ul style="list-style-type: none"> • Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible • Ensure at least 64 square feet of room space per resident • Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary; • Configure common spaces to maximize physical distancing; • Provide enhanced cleaning; • Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs. <p>Exception</p> <input type="checkbox"/> They have a current and complete RSSL Blueprint and are complying with Sections 1-3 of the Ready Schools, Safe Learners guidance and any other applicable sections, including Section 2L of the Ready Schools, Safe Learners guidance. <input type="checkbox"/> 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. <input type="checkbox"/> There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.	

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Less than 10% of staff, employees, or contracts (in total) are traveling to or from campus. Staff in this designation will: <ul style="list-style-type: none"> • Limit travel to essential functions. • Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19. <input type="checkbox"/> Any boarding students newly arriving to campus will either: <ul style="list-style-type: none"> • Complete a quarantine at home for 14 days (or current CDC recommended time period) prior to traveling to the school, OR • Quarantine on campus for 14 days (or current CDC recommended time period). <input type="checkbox"/> Student transportation off-campus is limited to medical care.	

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. <ul style="list-style-type: none"> • At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. • Fire drills must be conducted monthly. • Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. • Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year. <input checked="" type="checkbox"/> Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill 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. <input checked="" type="checkbox"/> When or if physical distancing must be compromised, drills must be completed in less than 15 minutes. <input checked="" type="checkbox"/> Drills shall not be practiced unless they can be practiced correctly. <input checked="" type="checkbox"/> Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement. <input checked="" type="checkbox"/> If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year). <input checked="" type="checkbox"/> Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.	<p>TSACS will instruct and practice drills on emergency procedures so that students and staff can respond to in emergencies.</p> <p>30 minutes of emergency procedures for fires, earthquakes, and safety threats will be carried out per month.</p> <ul style="list-style-type: none"> • Monthly fire drills • Earthquake drills two times a year <p>Safety threats, shelter in place, lockdown, and lockout drills conducted two times a year.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student’s demonstrated lagging skills. ☒ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. ☒ Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year. ☒ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors. ☒ 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. 	<p>Teachers are trained and also using social emotional health practices to provide instruction and skill-building trainings for students demonstrating lagging skills.</p> <p>Interviews are conducted with families privately to discuss behavior needs as well as triggers, past experiences, and emotional health related to the school environment.</p> <p>Daily routines are posted in classrooms, self-regulation techniques are taught and practiced by the students through different activities. Calming strategies are demonstrated and promoted for use by all students as well as those struggling with self-regulation issues.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Plan for the impact of behavior mitigation strategies on public health and safety requirements:</p> <ul style="list-style-type: none"> • Student elopes from area <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in behavior that requires them to be isolated from peers and results in a room clear. <ul style="list-style-type: none"> ○ If students leave the classroom: <ul style="list-style-type: none"> ● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff ● Ensure physical distancing and separation occur, to the maximum extent possible. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior). <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● Maintain student dignity throughout and following the incident. ● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. <p>*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</p> <p><input checked="" type="checkbox"/> 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.</p>	<p>TSACS will follow our Behavior Modification Plan, TSACS Behavior Management Plan, as well as the Communicable Disease Plan when handling a student expressing behavior that requires them to be isolated from peers or elopement.</p> <p>All spaces used for de-escalation purposes of student behavior will be cleaned and sanitized after use before the introduction of other stable cohorts to that space.</p>

2o. PROTECTIVE PHYSICAL INTERVENTION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Reusable Personal Protective Equipment (PPE) must be cleaned and disinfected following the manufacturer’s recommendation, after every episode of physical intervention (see section 2j. Cleaning, Disinfection, and Ventilation in the Ready Schools, Safe Learners guidance). Single-use disposable PPE must not be re-used.	



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review the “ Planning for COVID-19 Scenarios in Schools ” toolkit. <input checked="" type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	<p>LPHA Contact person is Emily Freeland -Deschutes County 541-322-7418</p> <p>See TSACS Emergency Response Plan Handbook and the TSACS Communicable Disease Management Plan</p>

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review and utilize the “ Planning for COVID-19 Scenarios in Schools ” toolkit. <input checked="" type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning. <input type="checkbox"/> Continue to provide meals for students.	<p>We will follow our Communicable Disease Management Plan and coordinate with the Deschutes County Health Department.</p> <p>We do not provide meals for our students.</p> <p>We will follow instructions from the Deschutes County Health Department and keep parents, staff, and students informed.</p> <p>Short-Term Distance Learning will be provided, as needed.</p> <p>Staff, students, and parents will be kept informed, along with criteria to be met to resume in-person instruction.</p> <p>Distance Learning Binders with 4 weeks of lessons in all subject areas were given to each student to be used in the event of a cohort closure due to COVID. SeeSaw online platform is also utilized weekly to provide support and additional lesson guidance to our families who choose distance learning or in the event of a cohort closure.</p>

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review and utilize the “Planning for COVID-19 Scenarios in Schools” toolkit.	See TSACS Communicable Disease Management Plan
<input checked="" type="checkbox"/> 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.	
<input checked="" type="checkbox"/> When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.	



ASSURANCES

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

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

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



4. Equity



5. Instruction



6. Family, Community, Engagement



7. Mental, Social, and Emotional Health



8. Staffing and Personnel

Assurance Compliance and Timeline

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

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