



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 4/7/2021

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	Woodland Charter School
Key Contact Person for this Plan	Teri Rothenbach & Wensdae Davis
Phone Number of this Person	541-846-4246
Email Address of this person	Wensdae.davis@woodlandcharterschool.org Teri.rothenbach@woodlandcharterschool.org
Sectors and Position Titles of Those Who Informed the Plan	Wensdae Davis – Education Director Teri Rothenbach – Business Director Jesse McNamara – Board Vice President Brittanie Urbine – Board Secretary Linda Johanson – Faculty Chair & 7 th Grade Teacher

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

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

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

Information Needed	Your Response
	Christine Leonard – 2 nd Grade teacher
Local Public Health Office(s) or Officer(s)	Josephine County Public Health
Name of Person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Teri Rothenbach
Intended Effective Date for This Plan	April 5, 2021
Educational Service District Region	Southern Oregon ESD

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

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

- Place an X next to the Instructional Model to be used
 - On-Site Learning
 - Hybrid Learning X
 - Comprehensive Distance Learning
- 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.
- 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.

- Describe why you are selecting Comprehensive Distance Learning as the school’s Instructional Model for the effective dates of this plan.
Type your response here (take as much space as you need):

2. In completing this portion of the Blueprint you are attesting that you have reviewed the [Comprehensive Distance Learning Guidance](#). Please name any requirements you need ODE to review for any possible flexibility or waiver.
Type your response here (take as much space as you need):

3. Describe the school's plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.
Type your response here (take as much space as you need):

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

ESSENTIAL REQUIREMENTS FOR HYBRID OR ON-SITE OPERATIONAL BLUEPRINT

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

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

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

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

Requirements for 0a. RETURNING TO IN-PERSON INSTRUCTION

- 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, the school also must provide a distance learning 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.

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

Public Health Protocols (Section 1 of the RSSL Guidance)

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

- Conduct a risk assessment as required by OSHA administrative rule [OAR 437-001-0744\(3\)\(g\)](#). (OSHA has developed a [risk assessment template](#))
- Implement measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building.
- Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the [Oregon School Nurses Association \(OSNA\) COVID-19 Toolkit](#).
 - Review OSHA requirements for infection control plan to ensure that all required elements are covered by your communicable disease management plan, including making the plan available to employees at their workplace. Requirements are listed in OSHA administrative rule [OAR 437-001-0744\(3\)\(h\)](#).
 - OSHA has developed a sample [infection control plan](#).
- Designate a single point-person at each school to establish, implement, support and enforce all RSSL health and safety protocols, including face coverings and physical distancing requirements, consistent with the **Ready Schools, Safe Learners** guidance and other guidance from OHA. This role should be known to all staff in the building with consistent ways for licensed and classified staff to access and voice concerns or needs.
- Create a simple process that allows for named and anonymous sharing of concerns that can be reviewed on a daily and weekly basis by the designated RSSL building point-person. Example: Anonymous survey form or suggestion box where at least weekly submissions and resolutions are shared in some format.
- Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.
- Process and procedures established to train all staff in sections 1 - 3 of the **Ready Schools, Safe Learners** guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.
- Protocol to notify the local public health authority ([LPHA Directory by County](#)) of any confirmed COVID-19 cases among students or staff.
- Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas.
- Process to report to the LPHA any cluster of any illness among staff or students.
- Protocol to cooperate with the LPHA recommendations.
- Provide all logs and information to the LPHA in a timely manner.
- Protocol for screening students and staff for symptoms (see section 1f of the **Ready Schools, Safe Learners** guidance).
- Protocol to isolate any ill or exposed persons from physical contact with others.
- Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the **Ready Schools, Safe Learners** guidance).
- Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the [Oregon School Nurses Association COVID-19 Toolkit](#).

- If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the *Ready Schools, Safe Learners* guidance), the daily log may be maintained for the cohort.
- If a student(s) is not part of a stable cohort, then an individual student log must be maintained.
- Required components of individual daily student/cohort logs include:
 - Child's name
 - Drop off/pick up time
 - Parent/guardian name and emergency contact information
 - All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student
- Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.
 - See supplemental guidance on LPHA/school partnering on [contact tracing](#).
 - Refer to [OHA Policy on Sharing COVID-19 Information](#)
- Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.
- Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.
- Designate a staff member and process to ensure that the school provides updated information regarding current instructional models and student counts and reports these data in [ODE's COVID-19 Weekly School Status](#) system.
- Protocol to respond to potential outbreaks (see section 3 of the *Ready Schools, Safe Learners* guidance).

Plan Details for 1a.

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

Woodland Charter School (WCS) will conduct an OSHA Risk Assessment using their template. This Risk Assessment will be linked in the blueprint. We have provided public access to the [Woodland Charter School Risk Assessment Form](#).

Woodland Charter School will follow the [WCS Communicable Disease Plan](#) which includes guidance from Oregon Department of Education, Oregon Health Authority, and the Center for Disease Control.

Woodland Charter School will review OSHA requirements for an infection control plan and ensure all required elements are covered by their communicable disease management plan which will be posted in each school's workroom.

Each school site will appoint a person to establish and enforce all RSSL health and safety protocols consistent with the Ready Schools, Safe Learners guidance and other guidance from OHA.:

Woodland: Teri Rothenbach

District Office: Stephanie Allen-Hart

Woodland has created an anonymous [RSSL Concern Form](#) for families, staff, students, and community members to share concerns. This will be reviewed weekly by the building point person.

WCS is working closely with the Local Public Health Authority (LPHA) Josephine and Jackson County Health Departments to coordinate and consult when making decisions.

- **Josephine County Health:** Mike Weber
- **Jackson County Health:** Bonnie Simpson
- **TRSD Nurse:** Amy Chamberlain

Training Process: All staff (classified and certified) will be trained on the components of this document as well as our policies and plans for managing the COVID pandemic. Training of Sections 1-3 of the Ready Schools, Safe Learners Guidance will be done periodically throughout the school year and with any significant changes to our instructional model or the guidance. Any staff absent for the training will receive follow-up instructions.

Reporting to LPHA: Logs of students and staff sent home with possible symptoms shall be sent to either Josephine or Jackson County Health Departments at their request. Contact tracing shall be completed at their request.

Disinfection: Disinfection shall occur daily in each classroom.

Restrooms, doorknobs, and isolation/sick rooms shall be cleaned multiple times per day and logs of cleaning will be maintained by custodial staff. LPHA recommendations for cleaning and sanitizing will be followed and the plan will be revised accordingly as needed and directed. All cleaning protocols will follow CDC and OHA guidance.

Outbreak Response: In the event of an outbreak, Woodland will work directly with LPHA to implement a plan and make any updates/changes as may be necessary as per guidance. LPHA will direct the district on communication regarding potential COVID-19 cases to the school community and other stakeholders.

Screening: Protocol for visual screening of all students and staff is outlined in section 1f. Potentially symptomatic students will be isolated following guidance outlined in 1i.

- Staff will screen students each morning prior to the start of school.
- When the screening indicates that a student may be symptomatic, the student is directed to the office where the staff will follow the isolation and screening protocols identified in the Pandemic and COVID-19 Plans and follow directions provided by LPHA.
- Hand-sanitizers will be placed by each entrance prior to student entrance to classes, or students will utilize classroom stations to wash hands.

- All staff will self-screen each morning for exposure to and symptoms of COVID-19. Maintenance staff that are not entering the building or coming into close contact with others will log their movement on their calendars. For essential visitors that are only entering the front office and are not staying (example: Fedex) they would not need to log in/out but would need to wear a mask and physical distance.

Isolation: Isolation area shall be staffed when occupied. All occupants in the room will wear masks/PPE and keep logs of those entering the room. Isolation of ill or exposed persons will occur in the designated isolation area. Staff will be trained to monitor and record necessary information. Details on isolation protocol is outlined in section 1i.

The following people will be responsible for supervising the isolation/sick room: Heather Saunders

Daily Logs - Contents and Maintenance: Daily logs for student cohorts shall be created and stored for a minimum of four weeks for each student cohort (transportation, on-site hybrid cohort, SpEd cohort, etc). Such logs shall be kept at the front office of or shall be delivered to the front office each day. Bus records from school-home trips shall be delivered with the home-school records each morning with the exception of Thursday logs which shall be scanned and sent via email to the office manager at the conclusion of the Thursday routes.

The following staff are responsible for maintaining contact tracing logs:

Woodland Charter School: Wensdae Davis, Teri Rothenbach, Brittanie Urbine, Heather Saunders

COVID-19 Weekly School Status: Office Manager will gather data and provide the updated data weekly to ODE. Data will include current instructional model and student counts.

Requirements for 1b. HIGH-RISK POPULATIONS

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

Medically Fragile, Complex and Nursing-Dependent Student Requirements

- All districts must account for students who have health conditions that require additional nursing services. Oregon law ([ORS 336.201](#)) defines three levels of severity related to required nursing services:
 - Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.
 - Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.
 - Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.
- Review [Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEA During CDL and Hybrid.](#)

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

Plan Details for 1b.

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

All staff and students are given the opportunity to self-identify as medically vulnerable or living with a vulnerable family member.

Staff

- Staff members are encouraged to discuss their needs with school administrators to discuss leave options they have available.

Students

- Students identified as vulnerable, either by a physician, or parent/guardian, or if requested by parent/guardians will be offered off-site online instruction with virtual check-ins with licensed teachers at least two times per week.
- Students who experience disability will continue to receive specially designed instruction.
- Students with language services will continue to receive English Language Development.

Visitors/Volunteers

- Visitors/volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential visitors/volunteers/personnel only with administrator approval. See section 1g for a list of essential visitors.

A school team (i.e. case manager, administrator, 504 coordinator, nurse, parent/guardian) shall be available for any parent concerns regarding 504 or IEP plan needs or supports necessary for medically fragile, vulnerable students, and/or family members.

This school team will ensure that requirements of ADA and FAPE are met.

Requirements for 1c. PHYSICAL DISTANCING

- Elementary Level: Support physical distancing in all daily activities and instruction, maintaining at least 3 feet between students to the maximum extent possible.
- Middle and High School Level when at a county case rate of <200 (green level on the metrics chart in Section 0): Support physical distancing in all daily activities and instruction, maintaining at least 3 feet between students to the maximum extent possible.
 - If schools have met the requirements and begun operating, and then metrics move to a more restrictive threshold (yellow or red), schools are not required to shift from operating with 3 feet of physical distance to 6 feet of physical distance. A Local Public Health Authority (LPHA), in partnership with the school and district leadership, may call for a shift in physical distancing requirements, including in response to an outbreak or transmission within the school.
- Middle and High School Level when at a county case rate of ≥ 200 (yellow and red levels on the metrics chart in Section 0): Support physical distancing in all daily activities and instruction, maintaining at least 6 feet between students to the maximum extent possible.
- All Levels: Support physical distancing in all daily activities and instruction, maintaining 6 feet between staff at all times and 6 feet between staff and students to the maximum extent possible.
- Consider physical distancing requirements 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. Additional space for entry, exit, and movement within classroom should be considered. This also applies for professional development and staff gatherings.
 - Within this design, consider minimum space for educators to have their own space in the learning environment and allow for the educator to move through the room efficiently and carefully while maintaining 6 feet of physical distance between the educator and the student to the maximum extent feasible.
- Minimize time standing in lines and take steps to ensure that required distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.
- Schedule modifications to limit the number of students in the building or outside learning space (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).
- Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.

- Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.

Plan Details for 1c.

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

To support all students, WCS will do the following to maintain physical distancing during all daily activities and instruction:

- At the Elementary Level, maintain at least 3 ft between students to the maximum extent possible.
- At the Middle School Level, when county case rate is <200 , we will maintain at least 3 ft of space between students.
- At the Middle School Level, when county case rate is ≥ 200 , we will maintain at least 6 ft of space between students to the maximum extent possible. However, if we have begun operating with 3ft of physical distance by meeting the requirements and the metrics then move to a more restrictive threshold, we will not automatically move to 6ft of distance. We will continue to work with our LPHA and follow their recommendations.
- At all levels, we will maintain 6 ft of space between staff and students to the maximum extent possible.
- Our students have assigned seating in their classroom and each class has its own bathroom and handwashing facilities.
- Expected physical distancing requirements will be taught and re-taught as needed using age appropriate methods. Students who need additional support in learning how to maintain physical distancing will work with school staff to receive additional instruction. No punitive discipline will be used for students who do not follow physical distancing requirements.
- We will use outdoor learning spaces as much as possible, ensuring physical distance requirements are maintained. These spaces have their own designated restroom and handwashing facilities. Using these spaces minimizes the number of people in a building and allows physical distancing requirements to be maintained when moving throughout the campus.
- Time standing in lines will be minimized.
- We will consider physical distancing requirements to determine room capacity, ensuring educators are able to move through the area with at least 6 ft between them and the students.
- Students In Need of Additional Support: In all circumstances, students shall receive grace when making mistakes regarding distancing requirements. Staff will be trained in redirecting and retraining students with such needs.
- Staff will maintain 6ft of distance between themselves to the maximum extent possible during all work activities and staff meetings or web-based meetings will be utilized.

Requirements for 1d. COHORTING

- Establish stable cohorts:
 - 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.

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

Daily Logs

- Staff will maintain a daily sign-in log documenting each student who enters for the purpose of contact tracing (see section 2e Logs for Contact Tracing).
- Each bus driver or bus monitor will be required to maintain daily logs for the purpose of contact-tracing (see section 2I).

Elementary Daily Log - Each cohort will have assigned staff responsible for maintaining the daily log for that cohort all throughout the day. Such logs shall be kept at the front office or shall be delivered to the front office each day. WCS will submit information to Josephine/Jackson County Health Department upon request.

Cleaning and Hygiene

- All frequently touched surfaces (e.g., playground equipment, door handles, sink handles, transport vehicles) and shared objects (e.g., toys, games, art supplies) will be cleaned regularly.
- Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.
- Shared objects will be limited as much as possible and cleaned between uses.
- There will be an increase in hand hygiene practices with scheduled times throughout the day for students to wash with soap and water or utilize hand sanitizer.
- Students and staff will be required to wash and/or sanitize hands with soap upon entering the classroom.

Hands must be washed with soap and water and/or use of 60-95% alcohol hand sanitizer before meals and after the bathroom will be required for all students.

Cohorts

- Elementary level cohorts are maintained throughout the year and for each specialized area (special education support, English Language Development, etc.).
- School staff will minimize interactions between students in different stable cohorts. Students will have access to all gender/gender neutral restrooms.
- All cohorts will be designed so that all students (including those protected under ADA and IDEA) will maintain access to general education, grade level learning standards, and peers.

Staff Working with Multiple Cohorts: All staff will wear masks while working with students and when within 6 feet of adults. Staff working with multiple cohorts must wash/sanitize their hands between interactions with different stable cohorts. To the extent possible, WCS will minimize the number of staff that interact with each cohort. Administrators will adjust schedules in order to cover student needs (supervision, instructional groupings) as effectively as possible to limit the amount of contact adults have with students.

Contract tracing logs: Logs shall be supplied to LPHA for any student or staff with a positive COVID test and when requested.

Entrances/Exits, Meals and Restrooms: Student cohorts are assigned to specific entrances/exits and restrooms. Students will eat meals with their cohort only.

- Cohorts will eat in classrooms.

Each cohort will be assigned specific restrooms.

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.

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

Communication

- Information outlining the instructional model and specific infection control measures will be shared with all families in their native language through print and electronically when available.
- Additional communication regarding protocols will be shared with families and staff routinely and at the start of On-Site instruction.
- School district personnel will communicate (at the advice of LPHA) with students, families, and staff who have come into close contact with a confirmed case. LPHA will define “close contact” and direct the district on communication protocols.
- School administrators will work with the District Response Team to communicate with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.

Updated communications will be provided in native languages as plans are adjusted as required throughout the school year.

Training

All staff participated in health/safety training. Staff who were absent were trained immediately upon return to work. School staff will participate in additional training regarding the school blueprint and review of procedures that are specific to the building regularly. Administrators will regularly review safety/health protocols, review any information from the Anonymous Concerns form, and updates to the RSSL guidance.

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.

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

Parent and Staff Education

- Families and staff will be provided with symptom lists and asked to check symptoms each morning prior to school. Staff and students (or anyone in their home or community living spaces) exhibiting COVID-19 symptoms will be directed to stay home.
- Such communications shall be in writing and emailed directly to all staff and parents.
- Schools will follow LPHA advice on restricting from school any student or staff known to have been exposed to COVID-19 within the preceding 10 calendar days. This information will be communicated to parents and staff.

Screening Students:

- Schools will communicate to families the entrance and screening process.
- Staff will conduct a visual screen for the appearance of symptoms as students enter campus.
- When the screening indicates that a student may be symptomatic, the student is directed to

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.

return home with their parent or to the isolation/sick room and supervised by staff.

- Hand-sanitizers will be placed by each entrance prior to student entrance to classes, or students will utilize classroom stations to wash hands. Hand hygiene on entry to school every day will include the following: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.
- There are transportation specific screening protocols that must be followed. See section 2i for more information.
- During the school day, students who complain of or exhibit signs of illness will be escorted to the office for further screening. When the screening indicates that a student may be symptomatic, the student is escorted to the isolation area to be further screened.
- Students exhibiting signs of illness will be isolated until a parent/guardian arrives. Return to school requirements will be given to parents upon pick up.

Screening Staff:

- Staff are required to report when they may have been exposed to COVID-19
 - Staff are required to report when they have symptoms related to COVID-19.
 - Staff members are not responsible for screening other staff members for symptoms.
 - Staff members may self-screen.
- All staff will self-screen each morning for symptoms of COVID-19 and will report any exposure to COVID-19. For essential visitors that are only entering the front office and are not staying (example: Fedex) they would not need to log in/out but would need to wear a mask and physical distance.

Do not exclude staff or students who have a cough that is not a new onset or worsening cough (e.g., asthma, allergies, etc.) from school. Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school.

Parents/guardians can provide information regarding existing conditions that cause coughing to be utilized for the purpose of screening, as previously existing coughs that are not worsening are not considered symptomatic of COVID-19.

Updated communications will be provided in native languages as plans are adjusted as required throughout the school year.

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.

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

- Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time.
- Adults in schools are limited to essential personnel only.
- Essential visitors must obtain permission from the administrator to be on campus. Essential visitors must wash or sanitize their hands upon entry and exit.
- Essential visitors must wear masks. Essential visitors who are allowed/approved by the building admin will use the check-in/check-out form that asks them about symptoms and any close contact with someone diagnosed with COVID-19. Essential visitors will be visually screened for symptoms during sign-in and will not be allowed to enter if symptomatic. Essential visitors will only be allowed if 6 feet of physical distance between all people can be maintained.

Any essential visitor will be restricted from school property if they have been exposed to COVID-19 within the preceding 10 calendar days.

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.
- 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

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

the student's plan prior to providing instruction through Comprehensive Distance Learning.

3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.
- For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.
 - If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools shall work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.

Plan Details for 1h.

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

Woodland Charter School will provide to all staff, contractors, other service providers, visitors, and volunteers any needed masks, face coverings, or face shields.

Face masks are required for the following people:

- All staff who are regularly within 6 feet of students and/or other staff
- Bus drivers
- Staff preparing and/or serving meals
- School nurses or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate PPE.
- Students who abstain from wearing a face mask, or students whose families determine the student will not wear a face mask during on-site instruction will be provided access to instruction which may include Comprehensive Distance Learning. Additional provisions apply to students protected under ADA and IDEA.

Face Shields or Plastic Barriers Required for:

- Face shields are allowed for Speech Language Pathologists/Assistants or other adults providing articulation therapy.

ADA Accommodations

If staff requires an accommodation for the face covering or face shield requirements, the administrator shall work with the staff member to help develop an alternative solution or reassignment of duties.

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.

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

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

- A separate designated area will be available for “well” students to access health care for routine first aid and medication administration. Symptomatic students will not have access to this area.
- School staff will be provided training by the District Nurse, or school personnel trained by the District Nurse, on the signs of illness, guidelines for isolation, and appropriate measures to take, should a student or staff member display COVID-19 symptoms upon entry to school or at any time during the school day.
- The office will have a designated isolation/sick area that is supervised. Physical distancing and square footage rules apply. This area is for students and staff who are symptomatic. Staff assigned to supervise isolation/sick rooms will be trained by the District Nurse or school personnel trained by the District Nurse.
- Staff supervising the isolation/sick room must maintain social distancing, when possible while monitoring and caring for a symptomatic student. Staff supervising this room will also wear/use PPE. After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands will be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol.
- Students will not be left unattended while in the isolation/sick room. If able to do so safely, asymptomatic individual should wear a face covering.
- A daily log of any person entering the isolation space will be taken and kept in the office. The log will contain the following:
 - Name of student/staff
 - Reported symptoms
 - Onset of symptoms/illness
 - Time in/out of isolation area
 - Name and contact information of parent/guardian picking student up
- Every effort will be made to maintain student confidentiality.

Exposed or Symptomatic Students and Staff

- Staff and students who are ill, who are displaying COVID-19 symptoms per current [OHA guidance](#), [CDC guidance](#), or LPHA guidance, or who have suspected or known COVID-19, must stay home from school or cannot remain at school.
- Symptomatic staff or students should be evaluated and seek COVID-19 testing from their regular physician.
- If staff or students have a positive COVID-19 viral test result, the person should remain home for at least 10 days after illness onset, until their symptoms resolve, and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
- If staff or students have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 24 hours after fever is gone, without the use of fever reducing medicine, and other symptoms are improving.
- After exposure (defined as direct exposure to secretions OR having at least 15 cumulative minutes of contact within 6 feet over a 24-hour period), no students or staff can return to campus before the passage of 10 calendar days (240 hours) after exposure.

Bus: Students developing symptoms on the bus shall be seated in designated rows and will be escorted immediately to the supervised isolation/sick room upon arrival to the school for additional screening.

Students with symptoms upon screening will remain in the isolation/sick room until they are picked up.

Upon Arrival: Students shall be visually screened by supervising staff. Students exhibiting symptoms will be escorted to supervised isolation/sick area for screening and appropriate care until they are picked up.

During Day: Students and staff exhibiting symptoms shall be escorted to the supervised isolation/sick room for screening.

Symptomatic Student/Staff Care and Re-Entry

- Staff and students exhibiting symptoms will be provided with instructions in their native language to contact their primary care physician. They will be encouraged to contact either their primary care provider or family doctor for testing services.

The school will provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine. The details for remote learning will be specific for the building.

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

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

Requirements for 2a. ENROLLMENT

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

- Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.
- The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students:
 - The ADM enrollment date for a student is the first day of the student's actual attendance.
 - A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year.
 - If a student does not attend during the first 10 session days of school, the student's ADM enrollment date must reflect the student's actual first day of attendance.
 - Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM.
- If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred

or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended.

- When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll.
- Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.
- When a student has a pre-excused absence or COVID-19 absence, the school district must reach out to offer support at least weekly until the student has resumed their education.
- When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.

Plan Details for 2a.

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

- All students (including foreign exchange students) will be enrolled following ODE guidelines.
- No student will be dropped for non-attendance if they meet the following conditions:
 - Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or
 - Have COVID-19 symptoms for 10 consecutive school days or longer.
- The “10 day drop” rule has been suspended for the 2020-2021 school year. A student will only be unenrolled when a school or district has received notice that they’ve been enrolled in another setting.
- Attendance policies will be reviewed/amended to account for students who do not attend in-person due to student or family health and safety concerns.

Requirements for 2b. ATTENDANCE

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

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

Plan Details for 2b.

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

- Attendance will be taken daily on instructional days.
- Attendance will be taken for students in accordance with updated ODE guidelines.
- Attendance includes both participation in class activities and interaction with a licensed or registered teacher during a school day or interactions with educational assistants through teacher designed processes.
- Attendance policies and plans will encourage staff and students to stay home if they themselves or someone in their house is sick.
- Office staff will review individual and school-wide attendance data weekly.

Attendance for Online/Hybrid Learning:

- Attendance includes both participation in class activities and interaction with a licensed teacher or education assistant during a school day.
- Interaction can be evidenced by any of the following or reasonable equivalents:
 - Participating in a video class
 - Communication from the student to the teacher via chat, text, or email
 - Phone call with the student (or parent for younger students)
 - Posting completed coursework to Google Classroom or via email
 - Turning in completed coursework on a
 - given day
- When there is no evidence of student interaction during a 24-hour period surrounding a scheduled school day, students are reported as absent. A day present for attendance may NOT be claimed for

weekends or holidays or any other day during which a licensed teacher is not available to students.

Grades 1-5: Attendance must be taken at least once per day for all students enrolled in school, regardless of the model (on-site, online/hybrid).

Grades 6-8: Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the model (on-site, online/hybrid).

Woodland Charter School will 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.

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.

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

In the event all schools must move to 100% Distance Learning, students will have the option to check out a device to use at home. During check-out and check-in procedures, physical distancing and safety measures will be utilized.

- Deployment of outdoor wi-fi access points and district-owned wireless access points places throughout the community will continue to ensure adequate internet access for all families.
- School devices will be cleaned and sanitized between each use.

If learning outside, we will ensure that students have access to charging stations and charged devices.

Requirements for 2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

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

Plan Details for 2d.

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

- **Handwashing:** All students will have access to hand washing prior to meals/snacks and after restroom use. Additional frequent opportunities for hand washing/sanitizing will be provided throughout the school day. Hand washing will be supplemented with the use of hand sanitizer. Students and staff will wash hands with soap and water for a minimum of 20 seconds.
- **Equipment:** Sharing of supplies will be restricted when possible. All shared equipment will be cleaned between users. As much as possible, students will be assigned their own device not to be shared with another student. In instances where equipment is shared the supervising adult will ensure it is properly cleaned and sanitized. Equipment will not be shared outside the cohort.
- **Events:** Off-site field trips, assemblies, special performances, school-wide parent meetings and other large gatherings and events have been canceled. When possible, these events will be held in a virtual format. In-school events will be modified to follow cohorting and social distancing guidance. Use of the building by outside groups will not be allowed.
- **Transitions/Hallways:** Lining up will be limited and used only when necessary, socially distanced, and visibly marked. Transitions will be scheduled by cohort.
- **Personal Property:** Students will not use lockers to store personal property. All personal property brought to school will be carried by the student throughout the school day in their backpack/bag. Personal property will only be used by the student and must be labeled prior to entering school and not shared with other students.

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.

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

Physical distancing, square footage, and cleaning requirements must be maintained during arrival and dismissal

procedures.

School principals are responsible for making sure these practices are followed by all staff.

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 escorted to the isolation/sick area to be further screened. See section 1a for more details on screening process.

- Students are screened upon arrival to campus and then directed to their classrooms to be met by their teacher.
- When the screening indicates that a student may be symptomatic, the student is directed to the office where the staff will follow the isolation and screening protocols identified in the pandemic and COVID-19 plans and follow directions provided by LPHA.
- Handwashing stations or hand-sanitizers will be placed by each entrance prior to student entrance to classes, or students will utilize classroom stations to wash hands.

Arrival and Entry

- Each staff member will sign in/sign out to help facilitate contact tracing.
- Each student cohort will be assigned an entrance point (i.e., a specific door) to the school building or to a meeting point.
- Hand sanitizer dispensers will be placed near all entry doors and other high-traffic areas.
- Students will be met by administrative staff for visual screening prior to entering school.
- Upon entry, students will go directly to their classroom cohort.
- Students identified as potentially symptomatic will be escorted to the supervised isolation/sick room and will follow previously described procedures.
- Schools will share with families (in all needed languages) the arrival/dismissal process.
- Schools will establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.
- Schools will mark specific areas and designate one-way traffic flow for transitions of traffic for vehicles and on-foot.
- Schools will establish protocols for students whose parent/guardian are late picking them up.

Sign-In / Sign-Out Procedures

- Students arriving late to school will be met at the front gate by administrative staff for screening prior to entry.
- All sign-in/sign-out tracking will be handled by office staff to reduce sharing of pen/paper.
- All staff will self-screen for symptoms and exposure to COVID-19
- Maintenance staff that are not entering the building or coming into close contact with others will log their movement on their calendars. Essential visitors that are only entering the front office and are not staying (example: District Courier or Fedex) would not need to log in/out but would need to wear a mask and physical distance.

Requirements for 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

- **Seating:** Rearrange student desks and other seat spaces so that students' physical bodies are at least 3 feet apart; or at least 6 feet apart, as required in section 1c; assign seating so students are in the same seat at all times. Where possible, face all desks in same direction or have students sit on only one side of tables.

- **Materials:** Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.
- **Handwashing:** Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues shall be disposed of in a garbage can, then hands washed or sanitized immediately.
 - Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.

Plan Details for 2f.

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

- **Seating:** Student desks and other seat spaces will be arranged so that students' physical bodies are at least 3 feet apart; or at least 6 feet apart, as required in section 1c. Students have assigned seating and desks face in the same direction.
- **Materials:** Each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.). If needed to share, these items will be cleaned between each use. Hand sanitizer and tissues will be available for use by students and staff.

Handwashing: All students will be required to wash their hands upon arrival and prior to meals. Additional hand washing opportunities will be provided throughout the school day and encouraged. Signage at each sink/hand washing station will remind students and staff of effective handwashing practices (washing with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol).

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. Note: The largest area of risk is adults eating together in break rooms without face coverings.

Plan Details for 2g.

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

- Playgrounds/fields shall remain closed to the public until park playground equipment and benches reopen in the community (see [OHA Guidance for Outdoor Recreation Organization](#)).
- Equipment will be designated for cohorts.
- 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.
- Physical distancing will be ensured through monitoring by staff.
- PE teachers, in coordination with staff, will design activities to allow physical distancing and maintenance of cohorts.
- Students will access recess/breaks in their cohorts.
- Students will be explicitly taught social distancing protocols at the start of the year and periodically as needed.
- Students will wash or sanitize their hands before returning to the building.
- Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Staff must always maintain 6 feet of distance between adults.

Requirements for 2h. MEAL SERVICE/NUTRITION

- Maintain 6 feet of physical distancing when masks cannot be worn, including when eating.
- 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 6 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. Wear face coverings except when eating or drinking and minimize time in spaces where face coverings are not consistently worn.

Plan Details for 2h.

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

- Students will maintain 6 ft of distance when masks cannot be worn, including while eating.
- Students bring their own lunch or a bagged lunch is provided to them. We do not have cafeteria service.
- Health and safety standard protocols will be followed by all staff.
- Cleaning and disinfecting of facilities will align with CDC Cleaning and Disinfecting School Guidance.
- Staff will maintain 6 feet of physical distance to the greatest extent possible.
- Students will eat meals in their classrooms, at their desks or outside with their cohorts.

- All students and staff must wash hands prior to meals or use hand sanitizer. They are encouraged to do the same following meal consumption.
- Students will not share utensils or other items during meals.
- Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Staff must always maintain 6 feet of distance between adults.

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.

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

All transportation plans will be created in partnership with First Student Transportation Company and will be implemented on all Three Rivers School District bus routes.

- Bus drivers are required to wear face masks when not actively driving and operating the bus.
- First Student will assure staff are trained and prepared to enact the District's plan.

Each bus driver/staff will be required to do the following:

- Visually screen students for illness. Follow entry and screening procedures (training may be provided by the school nurse or other trained personnel).
- Maintain logs for contact-tracing using procedures from section 1a.

Each bus will have the following:

- Recommended 3 feet of physical distance between passengers.
- Recommended 6 feet of physical distance between the driver and passengers (except during boarding and in assisting those with mobility devices).
- Visual cues (signs, etc) to discourage students from standing and sitting within 3 feet of other passengers, drivers, and other employees on the bus.
- Front seats on each bus shall be identified for students exhibiting symptoms. Students exhibiting symptoms must: 1) Wear a mask, 2) remain seated in designated location, 3) be escorted immediately by designated school staff to the isolation/sick room upon arrival (drivers should call ahead to the school when possible so staff may assist).
- Take all possible actions to maximize ventilation (vents and windows open to the greatest extent possible).

Buses will be cleaned daily and wiped down between routes.

Face masks will be worn by all students while riding the bus in accordance with ODE guidelines.

Parents shall receive education on busing procedures including physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings.

School staff will 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) on how to best provide service.

When at all possible, bus drivers will have windows open while driving and while students are waiting to leave. Bus drivers will encourage students to stay warm and keep their coats on.

Requirements for 2j. CLEANING, DISINFECTION, AND VENTILATION

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

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

Plan Details for 2j.

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

- All high-area touched surfaces (door handles, sink handles, transport vehicles, etc) and shared objects (toys, games, art supplies, etc) will be cleaned between uses multiple times per day.
- All disinfectants will be used safely and in accordance with manufacturer protocols. Disinfectant products will be kept away from students.
- Door handles, desks and tables will be cleaned between cohort groups.
- If a building uses outdoor spaces for learning, the administrator will ensure that the space has at least 75% of the sides open for airflow.
- Playground equipment will be cleaned at least daily.
- Fans will not be used if they pose a safety or health risk. For example, fans will not be used if doors and windows are closed and the fans are recirculating the classroom air.
- Schools will consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.
- Facilities will be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces in accordance to [CDC’s Guidance on Disinfecting Public Spaces](#).
- Woodland Charter School maintenance ensures proper functioning of the HVAC system in each building.
- Woodland Charter School maintenance maintains and clears debris from all intake ports that provide outside air to the HVAC system.

Requirements for 2k. HEALTH SERVICES

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

Plan Details for 2k.

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

- All Three Rivers School District schools will collaborate with LPHA, nurses, and other health professionals to determine priorities and maintain a prevention-oriented health services program for all students in accordance to OAR 581-022-2220 as guided by OHA. This includes space to isolate sick students and services for students with special health care needs.
- Each school will provide age appropriate hand hygiene and respiratory etiquette education to endorse

prevention. This includes parent communication, social media campaigns, information on public websites, newsletters, signage in the school setting.

- School will practice appropriate communicable disease isolation and exclusion measures in accordance with blueprint plans.
- Staff will participate in required health services related training to maintain health services practices in the school setting.
- Staff will review IEP and 504 accommodations and individual health plans will be revised to address vulnerable populations if necessary.
- All health plans will be developed collaboratively with TRSD School Nurses and LPHA.

Requirements for 2I. 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 contractors (in total) are traveling to or from campus. Staff in this designation will:
 - Limit travel to essential functions.
 - Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19.
- Any boarding students newly arriving to campus will either:
 - Complete a quarantine at home for 14 days* prior to traveling to the school, OR
 - Quarantine on campus for 14 days.*

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

Plan Details for 2l.

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

NOT APPLICABLE

Requirements for 2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

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

Plan Details for 2m.

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

- WCS will continue to perform safety drills when students are attending classes onsite.
- Staff will review procedures prior to students completing the drills to review the safety measures needed to comply with social distancing.
- Students will be trained on a new process to complete the drills and maintain social distancing.
- Date/time of all drills will be recorded and maintained in a log.
- 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.
- 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.
- 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.

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

- Staff will work with students to provide instruction on skill-building as related to an individual student's demonstrated lagging skill.
- When possible, antecedent events and triggers at school will be reduced to prevent student dysregulation.
- Staff will be informed that students may have new/different antecedents this school year that are different from last school year.
- Students will receive training on social emotional regulation. Daily schedules will include time to build self-regulation skills

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 \(ALSUP\)](#).

- for those students who need this additional practice time.
- Staff will be trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.
- Staff will also be trained in maintaining their own personal self-regulation and resiliency to enable them to remain calm and support struggling students and other staff.
- If staff need to intervene in a situation to support student safety, the following will be done:
 - Staff will remain calm when talking with a student.
 - Staff will use the least restrictive interventions possible, always maintaining physical safety for both the student and staff.
 - Staff will wash their hands for 20 seconds after a close interaction.
 - If unexpected interactions take place with another cohort, those contacts will be noted in the appropriate contact logs.
- If a student demonstrates behavior that requires them to be isolated from peers and/or results in a room clear, the following will take place:
 - School staff will have a predetermined safe alternative space that maintains physical safety for the student and staff.
 - To the extent possible, physical distancing will be maintained.
 - The least restrictive interventions will be used to maintain physical safety for the student and staff.
 - Staff will wash their hands for 20 seconds after a close interaction.
 - If unexpected interactions take place with another cohort, those contacts will be noted in the appropriate contact logs.
- If a student engages in aggressive/physical behaviors that prevent physical distancing from taking place and or require physical de-escalation or intervention techniques other than restraint or seclusion (for example, hitting, biting, spitting, kicking, etc), the following will take place:
 - Staff will maintain student dignity throughout and following any intervention.
 - Staff will remain calm when talking with a student.
 - Staff will use the least restrictive interventions possible, always maintaining physical safety for both the student and staff.
 - Staff will wash their hands for 20 seconds after a close interaction.
 - If unexpected interactions take place with another cohort, those contacts will be noted in the appropriate contact logs.
 - Any space/classroom used for de-escalation behaviors will be appropriately cleaned and sanitized before the introduction of other stable cohorts to that space.
- Any reusable PPE used while supporting students who are dysregulated, escalated, and or exhibiting self-regulation challenges will be cleaned/sanitized after every use in accordance with Section 2j of this blueprint.

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:

- A surgical mask and face shield or follow [CDC guidance to improve how your mask protects you](#).
 - Gloves
 - Strive to wear other PPE to the extent feasible, including a gown.
 - Minimize the amount of time training participants are within 6 feet of physical distance. For example: It is better to limit time within 6 feet to 5 and no more than 15 minutes and spacing back out before training on another practice than to be within 6 feet for a longer duration of time.
 - Maintain 6 feet at all other times not actively training at closer proximity.
- 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.

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

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

Any restraint or seclusion used on a student will be imposed by personnel trained for restraint or seclusion, or by other personnel available in an emergency. 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 will be allowed to be present for these sessions.
- Participants and trainers will 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 will wash their hands immediately prior to and following direct physical contact with another person.
- All people in close contact for this purpose will wear:
 - A surgical mask and face shield or follow CDC guidance
 - Gloves
 - Strive to wear other PPE to the extent feasible, including a gown.
- We will minimize the amount of time training participants are within 6 feet of physical distance.
- Maintain 6 feet at all other times not actively training at closer proximity.

If any reusable PPE is utilized, it will be cleaned and disinfected following the recommendations from the manufacturer. Items will be cleaned and disinfected after every episode of physical intervention. Single-use disposable PPE must not be re-used.

Response to Outbreak (Section 3 of the RSSL Guidance)

Requirements for 3a. PREVENTION AND PLANNING

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

Plan Details for 3a.

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

- Establish a specific emergency response framework with key stakeholders.
- Establish Safety Team to coordinate with LPHA to establish communication channels related to current transmission levels.
- Share Safety Team member names and contact information with Josephine County Public Health.
- LPHA will collaborate on communication protocols for staff, families and community members. If the region is impacted, LPHA will collaborate on school-centered communication and will potentially host conference calls.
- District Nurse/Other Health Staff will communicate with LPHA regarding any confirmed Covid-19 cases among students or staff.
- District Nurse/Other Health Staff, Student Services Director, and Site Administrator will collaborate with LPHA and follow their direction to determine next steps which may include:
 - Parent/guardian communications
 - Potential exposure notifications
 - Temporary student and/or staff exclusions
 - Temporary school or cohort exclusions
 - Modification or cancellation of school events
 - School closure
- The LPHA will recommend in-person school closures or restrictions as needed.

Requirements for 3b. RESPONSE

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

Plan Details for 3b.

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

- Adhere to the communication and response protocols set forth by the LPHA.
- Work with LPHA and WCS response team to communicate with staff, students and families
- Follow the Communicable Disease Plan, collaborate with LPHA, and follow their guidance.
- Continue or establish Comprehensive Distance Learning

For Suspected or Known Individual or Family Covid-19 Cases:

- Staff will be immediately notified by school or via LPHA.
- Provide log sheets, attendance information, and potential contact information as requested by LPHA.

- Every effort will be made to maintain student and/or staff confidentiality.

Requirements for 3c. RECOVERY AND REENTRY

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

Plan Details for 3c.

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

Comprehensive Distance Learning shall remain in place during any times of school closure due to COVID-19 unless staff levels are insufficient to support such.

WCS will follow LPHA guidance regarding the return to on-site instruction.

In collaboration with the LPHA, the return of students and staff for on-site instruction will be discussed and determined. WCS will communicate with families about returning to on-site or hybrid learning and share estimated timeline for re-opening. Follow guidance on cleaning, sanitizing and disinfecting surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transportation vehicles) and follow [CDC guidance](#) for classrooms, cafeteria settings, restrooms, and playgrounds before re-opening.

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?

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: