



**Board of Directors Meeting  
Regular Session - 6:00 PM**

**AGENDA - EXPLANATION  
Thursday, August 20, 2020  
Virtual Meeting  
Remotely Via Zoom  
Stayton, OR 97383**

**VISION**

*We change kids' lives through a commitment to excellence,  
integrity, equity, and community engagement*

**NSSD MISSION STATEMENT**

*Ensure students reach their highest academic and vocational  
potential and develop into productive citizens*

**GUIDING PRINCIPLE**

*Do what is best for all kids*

**BOARD GOALS**

- 1. Offer the most comprehensive program possible for students and the appropriate staffing to support our commitment to doing what is best for all kids*
- 2. Celebrate the successes of the District and community*
- 3. Routinely monitor the effectiveness of District programs and services in order to better serve all kids*
- 4. Build and sustain dynamic relationships with stakeholders of the District through proactive communication exchanges*

*The board packet is available on the District's website at [www.nstantiam.k12.or.us](http://www.nstantiam.k12.or.us) under District>Board of Directors>Agendas/Minutes.*

The North Santiam School District Board of Directors will meet in Regular Session on August, 2020 at 6:00 pm via Zoom. Access to the agenda, agenda explanation, and board packet can be located on the District website at [www.nstantiam.k12.or.us](http://www.nstantiam.k12.or.us) > School Board.

**CALL REGULAR SESSION TO ORDER**TC "CALL REGULAR SESSION TO ORDER" \f tThe Regular Session of the North Santiam School District's Board of Directors is called to order at 6:00 pm. It is an open meeting of the Board and the public is allowed to observe. Due to the in-door size gathering restrictions in place state-wide to help reduce the spread of the COVID-19 virus, this meeting is being held remotely via Zoom (link will be posted below). To submit a public comment to be

read or to register to speak live during the public comment section of the meeting, please contact the Executive Assistant to the School Board, Tonia Whisman, via phone at 503-769-4928, via email at [communications@nsantiam.k12.or.us](mailto:communications@nsantiam.k12.or.us) or in person at 1155 N 3rd Ave, Stayton, OR 97383 prior to 4:30 pm on August 20, 2020.

**Zoom Meeting Details**

Join Zoom Meeting

<https://zoom.us/j/93198011913?pwd=b1l3YlYvMUFHNkxXTXJhbJQK2x3dz09>

Meeting ID: 931 9801 1913

Passcode: f65ZXy

ACKNOWLEDGEMENT OF BOARD MEMBERS PRESENT: MIKE WAGNER

PLEDGE OF ALLEGIANCE: MIKE WAGNER

**APPROVAL OF THE AGENDATC** "APPROVAL OF THE AGENDA" \f tAny changes to the board packet after posting on August 14, 2020 are noted below:

Added Attachments-

4.2-2020-21 Operational Blueprints

4.3-Business Director's Reports

4.4-08.05.20 CE Committee Minutes

5.1-07.30.20 Meeting Minutes-DRAFT

5.2-Licensed Staff Changes

6.1-Onsite Staff Daycare

Added Agenda Items-Removed Agenda Items-

Deleted Agenda Items-

**PUBLIC COMMENTTC** "PUBLIC COMMENT" \f t*The meeting will now be opened to receive public comment. We value the time and initiative members of the public take to share their thoughts with the Board. The Board's role during public comment is not to immediately respond, but to listen. If there is follow-up necessary, we will direct our Superintendent to do so. Remember that we all model the way for our students, and we ask that everyone share their thoughts in a respectful way. Should any public comment include complaints regarding a personally identifiable District staff member, the Board chair may direct the speaker to the proper administrative process found in Board policy KL which can be found on the District's website. Anyone who has registered previously to submit a public comment will now be acknowledged and asked to speak. Please note that speakers will have three minutes to express their thoughts. If any written public comment has been submitted prior to August 20,2020 at 4:30 it will be read at this time.*

**REPORTSTC** "REPORTS" \f t

Superintendent's ReportTC "Superintendent's Report" \f t

2020-21 Operational Blueprint UpdateTC "2020-21 Operational Blueprint Update" \f tAssoc Supt Dave Bolin will update the Board on the status of the District's submission of the 2020-21 School Year Operational Blueprints to the OR Dept of Education.

Business Director's ReportTC "Business Director's Report" \f t

Community Engagement Committee ReportTC "Community Engagement Committee Report" \f tThe Community Engagement Committee is a sub-committee of the NSSD Board of Directors made up of NSSD staff and two board members. Tass Morrison is the committee chair and Alisha Oliver

is a member of the committee. The committee meets monthly and this item is for a monthly report of meeting minutes.

**CONSENT AGENDA**TC "CONSENT AGENDA" \f t*In order to make more efficient use of meeting time, items that are routine in nature are placed on the Consent Agenda when no debate is anticipated. Any item placed on the Consent Agenda may be removed at the request of any Board member prior to the time a vote is taken. All remaining items of the Consent Agenda are then disposed of in a single motion.*

*Approval of Meeting Minutes*TC "Approval of Meeting Minutes" \f tThe minutes from the previous month's meeting will be submitted for Board review and approval.

*Licensed Staff Changes*TC "Licensed Staff Changes" \f tSchool boards must approve the hiring and annual renewal and non-renewal of the Licensed staff contracts. Any changes in Licensed staff since the last board meeting are listed below. Only new hires require board approval; building transfers, resignations and retirements are for information only.

**New Hires (Board Action Required)**

Dodi Holm - .4 FTE (job share) - Stayton Middle School

Action on Consent AgendaTC "Action on Consent Agenda" \f t**MOTION-CONSENT AGENDA Motion that the Board approve the Consent Agenda including; 5.1-Minutes from the July 30, 2020 Regular Session and 5.2 New hire - Dodi Holm.**

**Motion Made By:**

**Vote:**

**NEW BUSINESS**TC "NEW BUSINESS" \f t

**ONSITE STAFF DAYCARE**TC "ONSITE STAFF DAYCARE" \f tSupt Gardner will discuss the District's consideration of providing a daycare option to staff for whom a lack of childcare is a barrier for them being able to return to work.

**POSSIBLE MOTION**

*Given the unique time the District is operating in and looking to respond appropriately in striking the balance of serving our students, parents, and community while also meeting the needs of our staff, we authorize Superintendent Gardner to develop and implement, as needed, onsite daycare to staff in need. This would be an appropriate benefit for staff without creating an undue hardship for the District.*

**Motion Made By:**

**Vote:**

**INFORMATION ONLY**TC "INFORMATION ONLY" \f t

**Upcoming Board Events & Activities:**TC "Upcoming Board Events & Activities:" \f tInformation regarding activities across the District can be found on the website at [www.nisantiam.k12.or.us](http://www.nisantiam.k12.or.us)

Regular Session-Board Meeting:  
09/17/20 6:00 pm ~ via Zoom

Regular Session Board Meeting:  
6:00 pm ~

**BOARD ANNOUNCEMENTS**TC "BOARD ANNOUNCEMENTS" \f t**Announcements for this meeting:**

Board Greeter for Next Month:

Possible Future Agenda Items:

ADJOURNTC "ADJOURN" \f tTime:

EQUAL OPPORTUNITY EMPLOYER

*Equal employment opportunity and treatment shall be practiced by the North Santiam School District regardless of an individual's perceived or actual race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability or perceived disability, pregnancy, familial status, economic status, veterans' status, or of any other persons with whom the individual associates is able to perform the essential functions of the position, with or without reasonable accommodation. This meeting location is accessible to persons with disabilities. A request for an interpreter for the hearing impaired or for other accommodations for persons with disabilities should be made at least 48 hours prior to the meeting. If you require special accommodations, please contact Tonia Whisman at the North Santiam School District Office at 503-769-4928.*



## OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Under ODE’s **Ready Schools, Safe Learners** guidance, each school<sup>1</sup> has been directed to submit a plan to the district<sup>2</sup> 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,<sup>3</sup> parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	North Santiam School District Building: Stayton Elementary School
Key Contact Person for this Plan	District: Dave Bolin Building: Wendy Moore
Phone Number of this Person	District: Dave Bolin 541-990-3403 Building: Wendy Moore 503-769-2336
Email Address of this Person	District: <a href="mailto:david.bolin@nsantiam.k12.or.us">david.bolin@nsantiam.k12.or.us</a> Building: <a href="mailto:wendy.moore@nsantiam.k12.or.us">wendy.moore@nsantiam.k12.or.us</a>
Sectors and position titles of those who informed the plan	Superintendent, Assistant Superintendent, Nurses, HR Director, Safety and Security Director, Food Service Director, Maintenance Director.
Local public health office(s) or officers(s)	Linn County: Neva Anderson, 541-967-3888 Marion County: 503-588-5352 <a href="mailto:readyschoolsreentry@co.marion.or.us">readyschoolsreentry@co.marion.or.us</a>

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Gary Rychard, Director of Safety and Security will oversee District Requirements. All building principals will be responsible on-site.
Intended Effective Dates for this Plan	September 14, 2020
ESD Region	Willamette Education Service District

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

During the summer months several communications and input surveys were sent to all district stakeholders. Stakeholders were asked to respond to draft documents for reopening and provided guidance on what was most important for us to consider to reopen school safely.

A parent focus group was utilized to review drafted plans prior to the submission to the School Board and LPHA. An open School Board meeting was held on August 11, for public comment.

3. Indicate which instructional model will be used. This does not apply if you are an online school or virtual public charter school and had a virtual online instructional model already in place pre-COVID-19.

Select One:

On-Site Learning     Hybrid Learning     Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-14 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

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

## REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

All Buildings in the North Santiam School District are following ODE & OHA guidance and will provide Comprehensive Distance Learning due to high case rates in both Linn and Marion County.

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

The District is finalizing plans to be compliant with the Comprehensive Distance Learning Guidance. This section will be updated as building plans are finalized.

In Comprehensive Distance Learning Students will have multiple virtual interactions with their teachers on a daily basis. The learning day will consist of 50% teacher-facilitated instruction and 50% applied learning. Teacher facilitated learning are experiences planned and guided by a licensed teacher. These may be accomplished by live instruction, videos, two-way communication, small group breakouts or individual appointments. Applied learning experiences allow for students to apply knowledge and skills that extend from the teacher-facilitated learning. Students have access to instructional support during applied learning activities, provided by educational assistants, teachers, and/or related service providers.

The total instruction time will be equivalent to in-person instructional time. Direct teacher-facilitated opportunities will be provided daily and may include full group instruction, peer interaction, two-way communication, small group breakouts, or individual office hours. Students will receive 3-4 hours of teacher facilitated interactions daily (depending on age and subject), 2-3 hours of independent learning and

All K-5 students will have one certified NSSD district teacher that will work in collaboration with Music and Physical Education teachers. All 6-12 students will work with multiple certified NSSD district teachers.

All students who qualify will receive special program support synchronously to the maximum extent possible. Our underserved student may additionally work with Instructional Assistants to receive services and supports. (Title I, English Language Development, Special Education, Talented and Gifted, 504)

#### Building Specific Plans:

Stayton Elementary (SES) will ask students to be logged on and ready to learn at 9:00 am each morning. Teachers will take attendance and begin to deliver instruction. All students will take a lunch break from 11:15-12:00. This will allow families with multiple students at SES to have lunch together. Students will end their instruction at 1:30. Kindergarten and 1st grade will have music and pe every day in fifteen minute sessions. 2nd and 3rd grade will have music or pe each day, alternating days, for thirty minutes. Special services will be delivered through small group instruction during a time the classroom teacher is not delivering direct instruction. A majority of instruction, more than 50%, will be delivered synchronously. During the times students are asked to complete independent work, the teacher will be available to support students in their learning.

Being a K-3 building, we also understand that our students will begin with little to no stamina for instruction. We will rely on our teacher's to determine when students will need breaks and if instructional time needs to be lessened until students build up their stamina.

#### Sample Schedule:

9:00-9:15 - Attendance & Morning Meeting

9:15-9:45 - Teacher delivers a mini lesson in reading, students independently work with support of teacher

9:45-10:15 - Small group reading instruction - Title I services will be provided at this time

10:15-10:30 - Brain Break

10:30-11:00 - Teacher delivers a mini lesson in Writing, students independently work with support of teacher (ELL services will be provided during student independent writing).

11:00-11:15 - Teacher delivers a mini lesson in social emotional learning

11:15-12:00 - Lunch/Break

12:00-12:30 - Teacher delivers a mini lesson in Math, students independently work with support of teacher

12:30 - 1:00 - Music and/or PE

1:00-1:30 - Science, Social studies, health, art - teacher discretion

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

The District is prepared to return to our on-site instructional plan for K-5 students and hybrid plan for 6-12 students when it's permissible by ODE and OHA guidance.

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

### ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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



## 0. Community Health Metrics

### METRICS FOR ON-SITE OR HYBRID INSTRUCTION

- The school currently meets the required metrics to successfully reopen for in-person instruction in an On-Site or Hybrid model. *If this box cannot yet be checked, the school must return to Comprehensive Distance Learning but may be able to provide some in-person instruction through the exceptions noted below.*

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

- The school currently meets the exceptions required to provide in-person person education for students in grades K-3 (see section 0d(1) of the *Ready Schools, Safe Learners* guidance).
- The school currently meets the exceptions required to provide limited in-person instruction for specific groups of students (see section 0d(2) of the *Ready Schools, Safe Learners* guidance).
- The school currently meets the exceptions required for remote or rural schools in larger population counties to provide in-person instruction (see section 0d(3) of the *Ready Schools, Safe Learners* guidance).

- The school currently meets the exceptions required for smaller population counties to provide in-person instruction (see section 0d(4) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required for schools in low population density counties (see section 0d(5) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required for small districts to provide in-person instruction (see section 0d(6) of the **Ready Schools, Safe Learners** guidance).



## 1. Public Health Protocols

### 1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Implement measures to limit the spreads of COVID-19 within the school setting.</li> <li><input type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.</li> <li><input type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Process and procedures to train all staff in sections 1 - 3 of the <b>Ready Schools, Safe Learners</b> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained.</li> <li><input type="checkbox"/> Protocol to notify the local public health authority (<a href="#">LPHA Directory by County</a>) of any confirmed COVID-19 cases among students or staff.</li> <li><input type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.</li> <li><input type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students.</li> <li><input type="checkbox"/> Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner.</li> <li><input type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others.</li> <li><input type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> 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. <ul style="list-style-type: none"> <li>● 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 <b>Ready Schools, Safe Learners</b> guidance), the daily log may be maintained for the cohort.</li> <li>● If a student(s) is not part of a stable cohort, then an individual student log must be maintained.</li> </ul> </li> <li><input type="checkbox"/> Required components of individual daily student/cohort logs include: <ul style="list-style-type: none"> <li>● Child's name</li> <li>● Drop off/pick up time</li> <li>● Parent/guardian name and emergency contact information</li> </ul> </li> <li><input type="checkbox"/> Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.</li> </ul>	<ul style="list-style-type: none"> <li>● The North Santiam School District (NSSD) executed the development of Building Blueprints from a team approach. Sections 1-3 of the Blueprints were broken apart by the individual requirement and assigned to buildings and/or appropriate department directors. This approach was taken to provide consistency across the district and allow building the individual needed to meet all guidance requirements. T</li> <li>● The District has two part time nurses, Denise Cardinali and Michelle Young who accessed resources provided through Oregon School Nurse Association and National School Nurses Association to develop the Communicable Disease Management Plan. Gary Rychard, Safety and Security, Debi Brazelton, Director of Human Resources and Lisa Spencer, Human Resources Specialist, also contributed components to the plan. Dr. Jan Olson, District Nurse, Molalla School District and Amber Tinney, ADN, RN, Santiam Canyon School District also collaborated in developing the plan for their respective districts.</li> <li>● The District has a written Communicable Disease Management Plan that specifically addresses the prevention and spread of COVID-19.</li> <li>● The Human Resources Departments will add a training component to Safe Schools Online Platform to provide virtual training. HR will follow up with regular reminders and take suggestions for change as provided from staff.</li> <li>● All reports of cases will be reported to the District Nurses and Building Principal. Building Principal will notify any member to the District COVID Team: (Andy Gardner, District Superintendent, Safety Officer, Debi, Brazelton, Human Resources, Dave Bolin, Associate Superintendent. The District Nurses will follow the flow chart in the Communicable Disease Plan in contacting and working with the LPHA. Contact information is stored in the shared drive on the Master District Operational Blueprint.</li> <li>● The District Maintenance staff have developed cleaning protocols and schedules for each building using CDC guidance. They are attached to the District Operational Blueprint.</li> <li>● Protocol: The District will create a shared drive to include logs for contact tracing for each building. District Nurses will have access to provide these to the LPHA.</li> <li>● Protocol: All building entry points will have a trained staff member to screen students. Students will be asked to pause, look at the adult, then enter the building. Staff will be asked to self report. Any student identified for symptoms will be directed to the isolation room and the office will be contacted to notify the District nurses.</li> <li>● Protocol: All buildings will designate one isolation area with associated markings.</li> <li>● All reports of cases will be reported to the District Nurses and Building Principal. Building Principal will notify any member to the District COVID Team: (Andy Gardner, District Superintendent, Safety Officer, Debi, Brazelton, Human Resources, Dave Bolin, Associate</li> </ul>

- All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student
- 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.
- Protocol to respond to potential outbreaks (see section 3 of the *Ready Schools, Safe Learners* guidance).

Superintendent. The District Team will execute communication protocols in section 1e.

- See Section 3 for protocols for respond to potential outbreaks

### 1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p><b>Medically Fragile, Complex and Nursing-Dependent Student Requirements</b></p> <p><input type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (<a href="#">ORS 336.201</a>) defines three levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> <li>1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.</li> <li>2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.</li> <li>3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.</li> </ol> <p><input type="checkbox"/> Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:</p> <ul style="list-style-type: none"> <li>● Communicate with parents and health care providers to determine return to school status and current needs of the student.</li> <li>● 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.</li> <li>● Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.</li> <li>● 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.</li> <li>● Service provision should consider health and safety as well as legal standards.</li> <li>● Work with an interdisciplinary team to meet requirements of ADA and FAPE.</li> <li>● High-risk individuals may meet criteria for exclusion during a local health crisis.</li> <li>● Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> <li>○ US Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● The District has outstanding programs to support high-risk populations. Case managers will be working closely with the building principals, Special Education Director and nurses to support these students' individual needs.</li> <li>● The District has accounted for all students who have health conditions that require additional nursing services. Building Special Education Case Managers and SIT teams will collaborate with District Nurses to review the individual medical needs of students and make appropriate plans to support their accessing their education prior to the on-site or hybrid instruction for the 2020-21 school year.</li> </ul>

- ODE guidance updates for Special Education. Example from March 11, 2020.
- OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education'.
- OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.

### 1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. <input type="checkbox"/> Support physical distancing in all daily activities and instruction, striving to maintain at least six feet between individuals. <input type="checkbox"/> Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. <input type="checkbox"/> Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). <input type="checkbox"/> Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.	<p>Overall:</p> <ul style="list-style-type: none"> <li>● Remove extra furniture to make more room</li> <li>● Removing fabric-covered furniture</li> <li>● Assign seating to maximize physical distancing and minimize physical interaction.</li> </ul> <p>Kindergarten (KG) - 6 classes            1st Grade, 2nd &amp; 3rd Grade (Classrooms) – Total of thirteen classes (four 1st grade, five 2nd grade, four 3rd grade).</p> <p>Additional Considerations:</p> <ul style="list-style-type: none"> <li>● Special education services will be planned and provided by Case Manager in collaboration.</li> <li>● Review itinerant staff services to maintain physical distancing. If physical distancing cannot be maintained with direct services, the IEP team will convene to determine appropriate next steps.</li> <li>● Speech/Language Pathologist (SLP): one space designated for speech and language cohort groups. SLP provided face shield..</li> <li>● Music teacher: schedule rotations into classrooms for music instruction.</li> <li>● PE Instruction: schedule rotations into classrooms for PE instruction.</li> <li>● ELL Instruction will be provided through push in services in the classroom.</li> <li>● Title I Instruction will be provided through push in services in the classroom.</li> </ul>

### 1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> <li>● The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.</li> </ul> <input type="checkbox"/> Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the <b>Ready Schools, Safe Learners</b> guidance). <input type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. <input type="checkbox"/> Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. <input type="checkbox"/> Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers.	<p>Below are the identified stable cohorts to ensure capability for contact tracing.</p> <ol style="list-style-type: none"> <li>1) Transportation Cohort           <ul style="list-style-type: none"> <li>● This is a stable group of students each day.</li> <li>● Stable groups can be varied by AM/PM routes.</li> <li>● Updated contact-tracing logs are required for each run of a route.</li> </ul> </li> <li>2) Kindergarten - 3rd Grade Classroom Cohorts           <ul style="list-style-type: none"> <li>● These grade-level cohorts are maintained throughout the year and for each special area (i.e., music, PE, library, ELL).</li> </ul> </li> <li>3) Speech and Language Cohort           <ul style="list-style-type: none"> <li>● This stable group is maintained as much as possible.</li> <li>● In the event the stable cohort is changed, the SLP will need to update the contact-tracing log.</li> </ul> </li> <li>4) SPED Cohort           <ul style="list-style-type: none"> <li>● Stable groups will be maintained as much as possible.</li> </ul> </li> </ol>

- Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.

- In the event the stable cohort is changed, SPED teacher will need to update the contact tracing log.
- NOTE: Due to the instructional model used, there is not a need for cohorts in EL services, music or PE.
- Following ODE, OHA and CDC guidance, the District maintenance staff have created a cleaning protocol. The protocol covers sections for; facility Cleaning and Disinfecting, Cleaning if Someone is Sick, Cleaning and Disinfecting of Outdoor Areas, Electronics, and Cleaning Schedules for Schools. Each school will have a checklist for signature each day.
- As part of the training materials, all staff who interact with multiple cohorts must wash/sanitize their hands between interactions with different stable cohorts.

### 1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop a letter or communication to staff to be shared at the start of on-site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.               <ul style="list-style-type: none"> <li>● Consider sharing school protocols themselves.</li> </ul> </li> <li><input type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case.               <ul style="list-style-type: none"> <li>● Consult with your LPHA on what meets the definition of "close contact."</li> </ul> </li> <li><input type="checkbox"/> Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.</li> <li><input type="checkbox"/> Provide all information in languages and formats accessible to the school community.</li> </ul>	<ul style="list-style-type: none"> <li>● A letter outlining the instructional model, the rationale and vision behind it and specific infection control measures will be shared with all families in their native language through print and electronically when available.</li> <li>● Additional communication regarding protocols will be shared with families and staff in August prior to the start of on-site instruction.</li> <li>● Updated communication will be shared with families at least monthly or as updated information is available throughout the school year.</li> <li>● Protocol: The District COVID Team will utilize NSSD Outbreak Response flow chart to execute the necessary communications in a timely manner in consultation and directed by the LHA.</li> <li>● Any communication sent to stakeholder groups will be sent from the District or Building level using translatable Blackboard Messaging System (SMORE). All individual communications will be translated when necessary through District Translation services.</li> </ul>

### 1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms. COVID-19 symptoms are as follows:               <ul style="list-style-type: none"> <li>● Primary symptoms of concern: cough, fever or chills, shortness of breath, or difficulty breathing.</li> <li>● Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19, but are not enough in isolation to deny entry. More information about COVID-19 symptoms is available <a href="#">from CDC</a>.</li> <li>● Emergency signs that require immediate medical attention:                   <ul style="list-style-type: none"> <li>○ Trouble breathing</li> <li>○ Persistent pain or pressure in the chest</li> <li>○ New confusion or inability to awaken</li> <li>○ Bluish lips or face</li> <li>○ Other severe symptoms</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian.               <ul style="list-style-type: none"> <li>● Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <b>Ready Schools, Safe Learners</b> guidance) and sent home as soon as possible.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● The District will provide training documents that include protocols for screening staff. Anyone identified or reporting primary symptoms while on campus will follow the isolation protocols. Any staff member self report will be monitored by nursing staff and HR for reentry.</li> <li>● Screening Staff:               <ul style="list-style-type: none"> <li>○ Staff are required to report when they may have been exposed to COVID-19.</li> <li>○ Staff are required to report when they have symptoms related to COVID-19.</li> <li>○ Staff members are not responsible for screening other staff members for symptoms.</li> </ul> </li> <li>● Arrival and Entry:               <ul style="list-style-type: none"> <li>○ Each student will be assigned an entrance point (i.e., a specific door) to the school building.</li> <li>○ They will go directly to their first content cohort (i.e., the students in their first period class) through their assigned entry door.</li> <li>○ Staff will be present at each entry point to visually screen students for symptoms.</li> <li>○ Breakfast will be in the classroom</li> </ul> </li> <li>● Screening Students Upon Entry               <ul style="list-style-type: none"> <li>○ Staff will be assigned to each entry door to visually screen.</li> <li>○ When the screening indicates that a student may be symptomatic, the student is directed to the isolation room and the office notified.</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>● They must remain home until 72 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving.</li> </ul> <p><input type="checkbox"/> Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days.</p> <p><input type="checkbox"/> Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.</p> <p><input type="checkbox"/> Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● There are transportation specific screening protocols that must be followed. See section 2i for more information.</li> </ul>
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**1g. VISITORS/VOLUNTEERS**

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Restrict non-essential visitors. Only allow visitors if six feet of physical distance between all people can be maintained.</p> <p><input type="checkbox"/> Visitors must wash or sanitize their hands upon entry and exit.</p> <p><input type="checkbox"/> Visitors must wear face coverings in accordance with local public health authority and <a href="#">CDC</a> guidelines.</p> <p><input type="checkbox"/> Screen all visitors for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.</p>	<ul style="list-style-type: none"> <li>● Visitors and Volunteers will be unable to work in schools or complete other volunteer activities that require in person interaction during school hours. Adults in schools will be limited to essential personnel only.</li> <li>● When allowed Visitors will sign a written acknowledgement that they are symptom free and not been exposed to COVID-19 within the preceding 14 calendar days. Visitors will have to wash or sanitize their hands upon entry and wear face coverings.</li> </ul>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Face coverings or face shields for:</p> <ul style="list-style-type: none"> <li>● Staff who are regularly within six feet of students and/or staff <ul style="list-style-type: none"> <li>○ This can include staff who support personal care, feeding, or instruction requiring direct physical contact.</li> <li>○ Staff who will sustain close contact and interactions with students.</li> </ul> </li> <li>● Bus drivers.</li> <li>● Staff preparing and/or serving meals.</li> </ul> <p><input type="checkbox"/> Face shields or clear plastic barriers for:</p> <ul style="list-style-type: none"> <li>● Speech Language Pathologists, Speech Language Pathology Assistants, or other adults providing articulation therapy.</li> <li>● Front office staff.</li> </ul> <p><input type="checkbox"/> Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role.</p> <p><input type="checkbox"/> <b>Students who choose not to wear face coverings must be provided access to instruction.</b></p> <p><input type="checkbox"/> <b>ADA accommodations:</b> If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.</p>	<ul style="list-style-type: none"> <li>● The District will provide face coverings or face shields for: SLP, LS, SLP, Kitchen Staff. Plastic dividers will be built and provided in all school offices.</li> <li>● District nurses will be provided masks. They will also be fit tested and provided N95 protection along with face shields.</li> <li>● The District will follow version 3 guidance. All students are required to wear masks with exceptions noted in guidance.</li> <li>● District Human Resources Department will enter and interactive process with any staff member that meets this criteria.</li> </ul>

**1i. ISOLATION MEASURES**

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Protocols for surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols for sick students and staff</p>	<ul style="list-style-type: none"> <li>● The District Nurses, Safety and Security and Building Principals have partnered with building principals to identify appropriate isolation areas. Isolation space was selected to assure that they provide for</li> </ul>

<p>whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Protocols for assessment of students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. <ul style="list-style-type: none"> <li>● Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated.</li> <li>● Consider required physical arrangements to reduce risk of disease transmission.</li> <li>● Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.</li> </ul> </li> <li><input type="checkbox"/> Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.</li> <li><input type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</li> <li><input type="checkbox"/> Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. <ul style="list-style-type: none"> <li>● Symptomatic staff or students should seek COVID-19 testing from their regular physician or through the local public health authority.</li> <li>● If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. <ul style="list-style-type: none"> <li>○ Alternatively, a person who had a positive viral test may return to school when they have received two subsequent negative COVID-19 viral tests at least 24 hours apart and 72 hours have passed since fever is gone, without use of fever reducing medicine, and other symptoms are improving</li> </ul> </li> <li>● If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.</li> <li>● If they do not undergo COVID-19 testing, the person should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.</li> </ul> </li> <li><input type="checkbox"/> Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).</li> <li><input type="checkbox"/> Record and monitor the students and staff being isolated or sent home for the LPHA review.</li> </ul>	<p>space for a student to rest. Students will be supervised while waiting to be picked up.</p> <ul style="list-style-type: none"> <li>● Symptomatic students will remain at school until a designated adult can pick them up.</li> <li>● Staff will be assigned to supervise students who are symptomatic, and will need to maintain at least six feet of distance and wear facial coverings.</li> <li>● Secondary isolation areas may be identified if/as needed.</li> <li>● Logs must be maintained for every student who enters the isolation room, regardless of whether they are treated or sent home. Logs will include: <ul style="list-style-type: none"> <li>○ Name of student</li> <li>○ Reported symptoms/reason for health room visit</li> <li>○ Action taken</li> </ul> </li> <li>● The District will include stay at home expectations to staff and families. The District Nurses will monitor any staff or student sent home to ensure they follow the ODE and OHA guidance and record all information in logs. .</li> </ul>
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## 2. Facilities and School Operations

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

## 2a. ENROLLMENT

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Enroll all students following the standard Oregon Department of Education guidelines. <input type="checkbox"/> Do not disenroll students for non-attendance if they meet the following conditions: <ul style="list-style-type: none"> <li>• Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or</li> <li>• Have COVID-19 symptoms for 10 consecutive school days or longer.</li> </ul> <input type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.	<ul style="list-style-type: none"> <li>• Spring Registration was completed by all K-8 Buildings at the end of the 2019-20 school year. Stayton High School is preparing for online registration to be started by August 10, 2020.</li> <li>• District Nurses have identified all high-risk or vulnerable populations and will work with Case Managers, Building Principals and Student Intervention Teams to support and accommodate vulnerable students.</li> <li>• Students who do not attend in-person learning (when available) will be contacted by building attendance teams. Each team will work with the family to identify potential solutions to accommodate their needs. The District will be offering a Virtual School platform for all students who do not want to attend in-person school. Students who fail to show for 10 days of instruction consecutively, will be advised of this option.</li> </ul>

## 2b. ATTENDANCE

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> <b>On-Site school students:</b> Full-time and part-time students follow normal reporting policy and procedures. <input type="checkbox"/> <b>Full-Time Online and/or Hybrid school students:</b> Full-time students who are enrolled in school and taking online and/or hybrid courses only are reported on an FTE basis using a standard record (ADMProgTypCd = 01) as identified in the Oregon Cumulative Average Daily Membership (ADM) Manual. This is an existing policy previously used in the online setting. As such, there should not be any need to reprogram student information systems to accommodate for this change and the addition of the hybrid setting. <ul style="list-style-type: none"> <li>• Note: Because the students in the online and/or hybrid setting do not regularly attend classes at the district facilities, the standard procedures for recording student days present and days absent cannot be effectively applied to those students. This will reduce accuracy of attendance data for the state while this is in effect.</li> <li>• For the purposes of this section, please use the following definition and clarification: <b>Online and/or Hybrid Check-in:</b> The responsibility of taking attendance must be performed by the teacher of record. "Check-ins" with appropriately licensed instructional staff are two-way communications between the student and the teacher. A check-in does not include a student leaving a message on an answering machine or sending an email that does not receive a response from the appropriately licensed instructional staff by the end of the next school day.</li> <li>• The student must check-in <b>at least</b> twice a week with their teacher(s) of record on <b>at least</b> two separate weekdays in order to be counted as present for all five days of that week.</li> <li>• If the student only checks in once during the week, the student must be counted as absent for half of the scheduled week (2.5 days, if there are 5 days scheduled in the week).</li> <li>• The student must be counted as absent for the entire week (5 days, if there are 5 days scheduled in the week) if they do not report in at all during the week.</li> <li>• Note: If a district schedule is based on a 4-day school week, the student would still need to check in twice a week as</li> </ul>	<ul style="list-style-type: none"> <li>• North Santiam School District (NSSD) believes what is most important at this time is our collective effort to support active engagement and provide resources to meet students and families experiencing challenges with staying connected. NSSD staff have prepared meaningful Teacher Facilitated instructional activities in our Hybrid and Comprehensive Distance Learning models. The best learning and emotional support will occur for our students when they attend scheduled interactions with their teacher(s) and/or educational assistants to the maximum extent possible.</li> <li>• NSSD Hybrid and Comprehensive Distance Learning model will involve online interactions with teacher(s) and/or educational assistant(s). When appropriate support and supplemental written materials will be provided to students to support student learning.</li> <li>• Students engaged in the Hybrid and CDL models are having meaningful engagement with the teacher beyond just turning in supplemental written materials or assignments to be marked as attending.</li> <li>• In Grades K-5: Attendance will be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning).</li> <li>• In Grades 6-12: Attendance will 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).</li> <li>• Attendance includes both participation in class activities and interaction with a licensed or registered teacher during a school day or interactions with educational assistants and paraprofessionals through teacher designed and facilitated processes.</li> <li>• Interaction can be evidenced by any of the following or reasonable equivalents:           <ul style="list-style-type: none"> <li>○ Participating in a video class;</li> <li>○ Communication from the student to the teacher via chat, communication app, text message or email;</li> <li>○ A phone call between the teacher or educational assistants and the student, or, for younger students, with the parent;</li> <li>○ Posting completed coursework to a learning management system or web-based platform or via email; or</li> <li>○ Turning in completed coursework on a given day.</li> </ul> </li> </ul>

described above in order to be counted as present for the entire week (4 days) and once a week to be counted as present for half of the week (2 days).

- Days in attendance may not be claimed for days in which the student did not have access to appropriately licensed instructional staff. The purpose of the rule regarding checking in with the teacher of record is to assure that the teacher can evaluate whether the student is making adequate progress in the course and the student has additional guaranteed opportunities to engage with a teacher. The responsibility of taking attendance must be performed by the teacher of record, not another staff member (e.g., the registrar or school secretary).

- Part-time students receiving online and/or hybrid instruction (not college courses):** Students who are not enrolled full-time and are taking online and/or hybrid courses offered by the school district or charter school are reported as large group instruction (program type 4), unless they are an ESD-registered homeschooled or private school student receiving supplemental coursework in public school, which are reported as shared time (program type 9). The district may count up to 1 hour per day per course taken, provided appropriately licensed teachers for the coursework taken, are available and accessible to the student during regular business hours on each school day to be claimed. Because this is online and/or hybrid instruction, attendance is based on check-ins with the student's appropriately licensed teacher(s) of record at least two times (on different days) during the school week.

- When there is no evidence of student interaction during a 24-hour period surrounding a scheduled school day as described, students are reported as absent.

### 2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Update procedures for district-owned devices to match cleaning requirements (see section 2d of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li><input type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• All students will be assigned a district-owned device for use in all instructional models. Students will have the option to take the device home in grade 6-12 during hybrid instruction. Student chromebook will remain at school for K-5 on-site learning.</li> <li>• Deployment of district-provided hotspots will be provided to ensure adequate internet access for all families.</li> <li>• Additional devices will be accessible for in-building use for students with broken devices or devices left at home.</li> <li>• School devices will be cleaned and sanitized between each use if shared.</li> </ul>

### 2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Handwashing:</b> All people on campus should be advised and encouraged to wash their hands frequently.</li> <li><input type="checkbox"/> <b>Equipment:</b> Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.</li> <li><input type="checkbox"/> <b>Events:</b> 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.</li> <li><input type="checkbox"/> <b>Transitions/Hallways:</b> Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.</li> <li><input type="checkbox"/> <b>Personal Property:</b> Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Handwashing:</b> Provide age appropriate hand washing education, define appropriate times to wash hands, and provide hand sanitizer when hand washing is not available.</li> <li>• <b>Equipment:</b> All classroom supplies and PE equipment will be cleaned and sanitized before use by another student or cohort group.</li> <li>• <b>Events:</b> Field trips will be designed virtually for the school year. All assemblies, athletic events, practices, special performances, schoolwide parent meetings and other large gatherings will be cancelled or held in a virtual format.</li> <li>• <b>Transitions/Hallways:</b> Put paw prints on the floors six feet apart. Use arrows showing one way flow of traffic.</li> <li>• <b>Personal Property:</b> Each classroom will have a limit on the number of personal items brought in to school. A full list will be sent home prior to class starting with allowable items (e.g., refillable water bottles, school supplies, headphones/earbuds, books, backpacks</li> </ul>

etc.). If personal items are brought to school, they must be labeled prior to entering school and not shared with other students.

## 2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.</li> <li><input type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times.</li> <li><input type="checkbox"/> Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li><input type="checkbox"/> Develop sign-in/sign-out protocol to help facilitate contact tracing:               <ul style="list-style-type: none"> <li>• Eliminate shared pen and paper sign-in/sign-out sheets.</li> <li>• Ensure hand sanitizer is available if signing children in or out on an electronic device.</li> </ul> </li> <li><input type="checkbox"/> Install hand sanitizer dispensers near all entry doors and other high-traffic areas.</li> <li><input type="checkbox"/> Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will have staggered drop-off and pick-up times by cohort and grade level.</li> <li>• For families with multiple children in different cohorts, outdoor spaces will be utilized to maintain cohort groups and ensure student supervision.</li> <li>• Students will be assigned an entrance where a staff member will conduct a visual screening.               <ul style="list-style-type: none"> <li>• Staff will fill in the information and not allow a shared pen/paper.</li> <li>• Hand sanitizer will be available at reception to use in conjunction with arrival/dismissal and sign-in/sign-out.</li> </ul> </li> <li>• Handwashing stations or hand sanitizer dispensers will be placed near all entry doors and other high-traffic areas.</li> <li>• Share with families the need to keep drop-off/pick-up interactions as brief as possible.</li> <li>• Mark specific areas and designate one-way traffic flow for transitions of traffic for vehicles and on-foot.</li> <li>• The District will build and maintain all sign-in/sign-out contact tracing logs. Classroom teachers will maintain their logs for their respective cohort or class period. Attendance taking in the Student Information System will be utilized to track student cohorts.</li> <li>• The maintenance staff has conducted school inventories and installed additional Hand Sanitizer Dispensers in key entry points through the building.</li> </ul>

## 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Seating:</b> Rearrange student desks and other seat spaces to at least six feet apart; assign seating so students are in the same seat at all times.</li> <li><input type="checkbox"/> <b>Materials:</b> 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.</li> <li><input type="checkbox"/> <b>Handwashing:</b> Remind students through signage and regular reminders from staff of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of and hands washed or sanitized immediately.               <ul style="list-style-type: none"> <li>• Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Seating:</b> Rearrange student desks and tables, putting as much space between them as physically possible; assign seating so students are in the same seat at all times.</li> <li>• <b>Materials:</b> Each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.). If needed to share, these items will be cleaned frequently. Hand sanitizer and tissues will be available for use by students and staff.</li> <li>• <b>Hand Washing:</b> Post age appropriate signage and provide regular reminders for hand washing.</li> </ul>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's <a href="#">Specific Guidance for Outdoor Recreation Organizations</a>).</li> <li><input type="checkbox"/> Students must wash hands before and after using playground equipment.</li> <li><input type="checkbox"/> Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect between sessions and between each group's use.</li> <li><input type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance).</li> </ul>	<ul style="list-style-type: none"> <li>• All Playgrounds will be closed to the public and signage posted.</li> <li>• Classes may use the playground for recess on a staggered schedule throughout the school day.</li> <li>• Each classroom will have their own bag of playground equipment.</li> <li>• All playground equipment will be disinfected daily and in between each cohort group.</li> <li>• Students must wash hands before and after using playground equipment.</li> <li>• Cleaning requirements must be maintained; refer to section 3j.</li> <li>• Recess activities will be planned to support physical distancing and maintain stable cohorts. This can include limiting the number of students on one piece of equipment, at one game, etc. Given the lessened capacity for equipment use due to cohorting and physical</li> </ul>

- 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 between cohorts.

distancing requirements, teachers will need to set expectations for shared use of equipment by students and may need to support students with schedules for when specific equipment can be used.

## 2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Include meal services/nutrition staff in planning for school reentry.</li> <li><input type="checkbox"/> Staff serving meals must wear face shields or face covering (see section 1h of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> Students must wash hands before meals and should be encouraged to do so after.</li> <li><input type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed.</li> <li><input type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.</li> <li><input type="checkbox"/> Adequate cleaning of tables between meal periods.</li> </ul>	<ul style="list-style-type: none"> <li>● The District has had multiple planning meetings to implement ODE, OHA guidance regarding meal service and nutrition.</li> <li>● The District Food Service Director has worked with each building principal to develop meal service and nutrition plans.</li> <li>● Students will be served breakfast and lunch in classrooms and/or eat with cohort groups.</li> <li>● All students must wash hands prior to meals or use hand sanitizer. Students will pick up food in the cafeteria and return to their classrooms to eat. Physical distancing requirements will be maintained in transit.</li> <li>● If a classroom is unable to travel to the cafeteria, cafeteria staff will deliver meals to that classroom.</li> <li>● Students will not share utensils or other items during meals.</li> <li>● The Cafeteria touch-points will be cleaned between stable cohorts, including tables if students are present.</li> <li>● Daily cleaning logs have been created and will be monitored by the District Food Service Director.</li> </ul>

## 2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service.</li> <li><input type="checkbox"/> Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. <ul style="list-style-type: none"> <li>● If a student displays symptoms, provide a face shield or face covering and keep student at least six feet away from others. Continue transporting the student. <ul style="list-style-type: none"> <li>○ If arriving at school, notify staff to begin isolation measures.</li> <li>○ If transporting for dismissal and the student displays an onset of symptoms, notify the school.</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.</li> <li><input type="checkbox"/> Drivers wear face shields or face coverings.</li> <li><input type="checkbox"/> Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).</li> </ul>	<ul style="list-style-type: none"> <li>● The District has had multiple planning meetings to implement ODE, OHA guidance regarding transportation.</li> <li>● The District has worked with the transportation department to develop district level routes, training, and updates.</li> <li>● Route times may differ slightly from prior year to accommodate social distancing and staggered arrival times.</li> <li>● Parents are encouraged to provide family transportation if possible to limit an additional cohort group for their children.</li> <li>● Bus routes will be adjusted to support cohorting students and physical distancing, including: <ul style="list-style-type: none"> <li>○ three feet of physical distance between passengers</li> <li>○ six feet of physical distance between the driver and passengers (except during boarding). All bus drivers will keep daily student logs (See Section 1a)</li> </ul> </li> <li>● The School Nurse will support the training for bus drivers to maintain logs.</li> <li>● All drivers will wear face shields or the equivalent.</li> <li>● Busses will be cleaned and wiped down between each route daily.</li> <li>● If a student displays symptoms, provide a face shield or face covering and keep the student at least 6 feet away from others. Continue transporting the student. <ul style="list-style-type: none"> <li>○ If arriving at school, notify staff to begin isolation protocols.</li> <li>○ If transporting for dismissal and the student displays an onset of symptoms, notify the school.</li> </ul> </li> </ul>

## 2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean</li> </ul>	<ul style="list-style-type: none"> <li>● Following ODE, OHA and CDC guidance, the District maintenance staff have created a cleaning protocol.</li> <li>● The protocol covers sections for; facility Cleaning and Disinfecting, Cleaning if Someone is Sick, Cleaning and Disinfecting of Outdoor</li> </ul>

<p>and disinfected (<a href="#">CDC guidance</a>) environments, including classrooms, cafeteria settings, restrooms, and playgrounds.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.</li> <li><input type="checkbox"/> Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. Do <b>not</b> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. For example, do not use fans if doors and windows are closed and the fans are recirculating the classroom air.</li> <li><input type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.</li> <li><input type="checkbox"/> Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see <a href="#">CDC's guidance on disinfecting public spaces</a>).</li> <li><input type="checkbox"/> Air circulation and filtration are helpful factors in reducing airborne viruses. Consider modification or enhancement of building ventilation where feasible (see <a href="#">CDC's guidance on ventilation and filtration</a> and <a href="#">American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance</a>).</li> </ul>	<p>Areas, Electronics, and Cleaning Schedules for Schools Specific times are specified to clean high touch surfaces and areas.</p> <ul style="list-style-type: none"> <li>• Each school will have a checklist for signature each day. Day shift Custodial duties will be modified to prioritize for cleaning between cohort activities.</li> <li>• Additional training will be provided to Custodial Staff to refresh/familiarize with disinfectants. Logs will be used for tracking room cleaning.</li> <li>• Ventilation will be modified where possible to increase outside air. Fans will not be used in rooms where there are no operable windows. All ventilation systems will be checked on a weekly basis.</li> <li>• Where possible, we will increase outside air into the ventilation systems.</li> <li>• All air filters throughout the district have been replaced and will be monitored monthly. Ventilation will be modified where possible to increase outside air.</li> </ul>
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### 2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs.</li> <li><input type="checkbox"/> Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).</li> <li><input type="checkbox"/> Prioritize immunizations and other needed health services for students, including behavioral health and reproductive health services.</li> </ul>	<ul style="list-style-type: none"> <li>• The Health Services are essential to ensuring the safety of students and staff. Health Services staff play an essential role on the District COVID Team. The execution of the Districts Communicable Disease Plan will be vital to the safety of our students and staff. Responding to students and staff that are directed to isolation rooms, partnering with buildings to support our medically fragile students, training staff and being in direct communication with LPHA will be critical.</li> <li>• Nursing is part of the district-wide team for creating and monitoring the plan.</li> <li>• School Nurses work in conjunction with building Office Managers to monitor compliance with immunizations and other health services for students.</li> </ul>



## 3. Response to Outbreak

### 3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.</li> <li><input type="checkbox"/> Establish a specific emergency response framework with key stakeholders.</li> <li><input type="checkbox"/> When new cases are identified in the school setting, and the incidence is low, the LPHA will provide a direct report to the district nurse, or designated staff, on the diagnosed case(s). Likewise, the LPHA will impose restrictions on contacts.</li> </ul>	<ul style="list-style-type: none"> <li>• The District has made contact with the LPHA to establish communication channels. Our current Communicable Disease Plan identifies an emergency response framework (attached to the District Operational Blueprint) and the reporting of novel viruses to a district nurse.</li> </ul>

### 3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Follow the district's or school's outbreak response protocol. Coordinate with the LPHA for any outbreak response.</li> </ul>	<ul style="list-style-type: none"> <li>• The District has established a Response to Outbreak flowchart to efficiently respond to an outbreak.</li> </ul>

<ul style="list-style-type: none"> <li><input type="checkbox"/> If anyone who has been on campus is known to have been diagnosed with COVID-19, report the case to and consult with the LPHA regarding cleaning and possible classroom or program closure.</li> <li><input type="checkbox"/> Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students.</li> <li><input type="checkbox"/> When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district.</li> <li><input type="checkbox"/> Modify, postpone, or cancel large school events as coordinated with the LPHA.</li> <li><input type="checkbox"/> If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students.</li> <li><input type="checkbox"/> Continue to provide meals for students.</li> <li><input type="checkbox"/> Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families.</li> </ul>	<ul style="list-style-type: none"> <li>• A District nurse will be responsible for reporting any cases to the LPHA and the District COVID Team (Superintendent, Human Resource, Associate Superintendent, Nurses, Safety and Security) will work collaboratively to respond to any guidance/direction of the LPHA.</li> <li>• The District has consulted with each building to implement Short-Term Distance Learning and Comprehensive Distance Learning Models. Short-Term Distance Learning will mirror Comprehensive Distance Learning Models.</li> <li>• The District COVID Team will assemble to consider when cases are identified in the local region.</li> <li>• The District will follow ODE and OHA guidance on when it is safe to reenter on-site / hybrid instruction and provide this communication two weeks before reentry.</li> </ul>
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### 3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Plan instructional models that support all learners in Comprehensive Distance Learning.</li> <li><input type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow <a href="#">CDC guidance</a> for classrooms, cafeteria settings, restrooms, and playgrounds.</li> <li><input type="checkbox"/> Communicate with families about options and efforts to support returning to On-Site instruction.</li> <li><input type="checkbox"/> Follow the LPHA guidance to begin bringing students back into On-Site instruction.               <ul style="list-style-type: none"> <li>• Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The District will be starting the 2020-21 school year in Comprehensive Distance Learning. When we are able to return to a hybrid model and have an outbreak, the District will be prepared to transition back to Comprehensive Distance Learning.</li> <li>• All District buildings will be cleaned following CDC guidance (attached to the District Operational Blueprint) and consultation will occur with the LPHA to ensure the district can safely return to on-site instruction in compliance with ODE metrics.</li> </ul>



## 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.  
 This section does not apply to private schools.*

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

- X 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](#)
- X 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,
  - [Planning for COVID-19 Scenarios in Schools](#)

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



## 4. Equity



## 5. Instruction



## 6. Family and Community Engagement



## 7. Mental, Social, and Emotional Health



## 8. Staffing and Personnel

### Assurance Compliance and Timeline

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

List Requirement(s) Not Met

Provide a Plan and Timeline to Meet Requirements  
Include how/why the school is currently unable to meet them

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## OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Under ODE’s **Ready Schools, Safe Learners** guidance, each school<sup>1</sup> has been directed to submit a plan to the district<sup>2</sup> 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,<sup>3</sup> parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	North Santiam School District Building: Stayton Intermediate / Middle School
Key Contact Person for this Plan	District: Dave Bolin Building: Mike Proctor
Phone Number of this Person	District: Dave Bolin 541-990-3403 Building: Mike Proctor 503-769-2198
Email Address of this Person	District: <a href="mailto:david.bolin@nsantiam.k12.or.us">david.bolin@nsantiam.k12.or.us</a> Building: <a href="mailto:micheal.proctor@nsantiam.k12.or.us">micheal.proctor@nsantiam.k12.or.us</a>
Sectors and position titles of those who informed the plan	Superintendent, Assistant Superintendent, Nurses, HR Director, Safety and Security Director, Food Service Director, Maintenance Director.
Local public health office(s) or officers(s)	Linn County: Neva Anderson, 541-967-3888 Marion County: 503-588-5352 <a href="mailto:readyschoolsreentry@co.marion.or.us">readyschoolsreentry@co.marion.or.us</a>

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Gary Rychard, Director of Safety and Security will oversee District Requirements. All building principals will be responsible on-site.
Intended Effective Dates for this Plan	September 14, 2020
ESD Region	Willamette Education Service District

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

During the summer months several communications and input surveys were sent to all district stakeholders. Stakeholders were asked to respond to draft documents for reopening and provided guidance on what was most important for us to consider to reopen school safely.

A parent focus group was utilized to review drafted plans prior to the submission to the School Board and LPHA. An open School Board meeting was held on August 11, for public comment.

3. Indicate which instructional model will be used. This does not apply if you are an online school or virtual public charter school and had a virtual online instructional model already in place pre-COVID-19.

Select One:

On-Site Learning     Hybrid Learning     Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-14 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

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

## REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

All Buildings in the North Santiam School District are following ODE & OHA guidance and will provide Comprehensive Distance Learning due to high case rates in both Linn and Marion County.

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

The District is finalizing plans to be compliant with the Comprehensive Distance Learning Guidance. This section will be updated as building plans are finalized.

In Comprehensive Distance Learning Students will have multiple virtual interactions with their teachers on a daily basis. The learning day will consist of 50% teacher-facilitated instruction and 50% applied learning. Teacher facilitated learning are experiences planned and guided by a licensed teacher. These may be accomplished by live instruction, videos, two-way communication, small group breakouts or individual appointments. Applied learning experiences allow for students to apply knowledge and skills that extend from teacher-facilitated learning. Students have access to instructional support during applied learning activities, provided by educational assistants, teachers, and/or related service providers.

The total instruction time will be equivalent to in-person instructional time. Direct teacher-facilitated opportunities will be provided daily and may include full group instruction, peer interaction, two-way communication, small group breakouts, or individual office hours. Students will receive 3-4 hours of teacher-facilitated interactions daily (depending on age and subject), 2-3 hours of independent learning and

All K-5 students will have one certified NSSD district teacher that will work in collaboration with Music and Physical Education teachers. All 6-12 students will work with multiple certified NSSD district teachers.

All students who qualify will receive special program support synchronously to the maximum extent possible. Our underserved student may additionally work with Instructional Assistants to receive services and supports. (Title I, English Language Development, Special Education, Talented and Gifted, 504)

#### Building Specific Plans:

Stayton Intermediate/Middle School has built a building specific plan based on a research-based instructional model called the “Flipped Classroom Model.” We believe that this model will not only allow us to be better socially-distanced and safe when students return to our school, but also allows teachers and students flexibility on when and how they might receive the instruction they need to be successful.

The Flipped Classroom Model consists of teachers making short instructional videos and posting them to the “virtual classroom” for students to watch. This allows students the ability to set up their focused-notes however they want, pause, rewind, and/or rewatch the instructional video as needed. When students arrive to class in a virtual or in-person setting, the class time is used for student-to-teacher interaction where the teacher will facilitate additional conversations and answer student specific questions regarding the work or assignment for that day. We believe that if students are able to access the instruction as their “homework” and use the certified teacher during “class time” it will eliminate much of the responsibility for the parent to be the at-home teacher and help with homework that they may not remember or understand. The flipped classroom model will allow a more seamless transition from comprehensive distance learning to in-person learning. We have designed our master schedule to meet the needs and requirements of the flipped classroom. We are excited to have the opportunity to meet this challenge with a research-based instructional model to meet the needs of our students during this difficult time.

#### Sample Schedules for specific grade levels:

##### **6th-7th-8th Grade: 9:00-2:45**

- Period 1 (45 min): Math
- Period 2 (45 min): ELA
- Period 3 (45 min): SS
- Lunch Break (30 Min)
- Period 4 (45min): Science
- Period 5 (45 min): PE
- Period 6 (45 min): Advisory

For the 7th-8th graders, advisory will only be on T/TH. So students would be done 45 minutes earlier on those days. Teachers are available at the beginning of the day and the end of the day for office hours.

4th-5th Grade: 9:00-1:50

- PE everyday 30 minutes at assigned time, music will be assigned individually by classroom
- ELA/Math/SS/Science: Self-Contained classrooms, teacher assigns specific times per subject to schedule.

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

The District is prepared to return to our on-site instructional plan for K-5 students and hybrid plan for 6-12 students when it's permissible by ODE and OHA guidance.

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

## ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

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



### 0. Community Health Metrics

#### METRICS FOR ON-SITE OR HYBRID INSTRUCTION

- The school currently meets the required metrics to successfully reopen for in-person instruction in an On-Site or Hybrid model. *If this box cannot yet be checked, the school must return to Comprehensive Distance Learning but may be able to provide some in-person instruction through the exceptions noted below.*

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

- The school currently meets the exceptions required to provide in-person person education for students in grades K-3 (see section 0d(1) of the *Ready Schools, Safe Learners* guidance).
- The school currently meets the exceptions required to provide limited in-person instruction for specific groups of students (see section 0d(2) of the *Ready Schools, Safe Learners* guidance).
- The school currently meets the exceptions required for remote or rural schools in larger population counties to provide in-person instruction (see section 0d(3) of the *Ready Schools, Safe Learners* guidance).
- The school currently meets the exceptions required for smaller population counties to provide in-person instruction (see section 0d(4) of the *Ready Schools, Safe Learners* guidance).
- The school currently meets the exceptions required for schools in low population density counties (see section 0d(5) of the *Ready Schools, Safe Learners* guidance).
- The school currently meets the exceptions required for small districts to provide in-person instruction (see section 0d(6) of the *Ready Schools, Safe Learners* guidance).



# 1. Public Health Protocols

## 1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Implement measures to limit the spreads of COVID-19 within the school setting.</li> <li><input type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.</li> <li><input type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Process and procedures to train all staff in sections 1 - 3 of the <b>Ready Schools, Safe Learners</b> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained.</li> <li><input type="checkbox"/> Protocol to notify the local public health authority (<a href="#">LPHA Directory by County</a>) of any confirmed COVID-19 cases among students or staff.</li> <li><input type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.</li> <li><input type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students.</li> <li><input type="checkbox"/> Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner.</li> <li><input type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others.</li> <li><input type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> 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.               <ul style="list-style-type: none"> <li>● 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 <b>Ready Schools, Safe Learners</b> guidance), the daily log may be maintained for the cohort.</li> <li>● If a student(s) is not part of a stable cohort, then an individual student log must be maintained.</li> </ul> </li> <li><input type="checkbox"/> Required components of individual daily student/cohort logs include:               <ul style="list-style-type: none"> <li>● Child's name</li> <li>● Drop off/pick up time</li> <li>● Parent/guardian name and emergency contact information</li> <li>● All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student</li> </ul> </li> <li><input type="checkbox"/> Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.</li> </ul>	<ul style="list-style-type: none"> <li>● The North Santiam School District (NSSD) executed the development of Building Blueprints from a team approach. Sections 1-3 of the Blueprints were broken apart by the individual requirement and assigned to buildings and/or appropriate department directors. This approach was taken to provide consistency across the district and allow building the individual needed to meet all guidance requirements. T</li> <li>● The District has two part time nurses, Denise Cardinali and Michelle Young who accessed resources provided through Oregon School Nurse Association and National School Nurses Association to develop the Communicable Disease Management Plan. Gary Rychard, Safety and Security, Debi Brazelton, Director of Human Resources and Lisa Spencer, Human Resources Specialist, also contributed components to the plan. Dr. Jan Olson, District Nurse, Molalla School District and Amber Tinney, ADN, RN, Santiam Canyon School District also collaborated in developing the plan for their respective districts.</li> <li>● The District has a written Communicable Disease Management Plan that specifically addresses the prevention and spread of COVID-19. The Human Resources Departments will add a training component to Safe Schools Online Platform to provide virtual training. HR will follow up with regular reminders and take suggestions for change as provided from staff.</li> <li>● All reports of cases will be reported to the District Nurses and Building Principal. Building Principal will notify any member to the District COVID Team: (Andy Gardner, District Superintendent, Safety Officer, Debi, Brazelton, Human Resources, Dave Bolin, Associate Superintendent. The District Nurses will follow the flow chart in the Communicable Disease Plan in contacting and working with the LPHA. Contact information is stored in the shared drive on the Master District Operational Blueprint.</li> <li>● The District Maintenance staff have developed cleaning protocols and schedules for each building using CDC guidance. They are attached to the District Operational Blueprint.</li> <li>● Protocol: The District will create a shared drive to include logs for contact tracing for each building. District Nurses will have access to provide these to the LPHA.</li> <li>● Protocol: All building entry points will have a trained staff member to screen students. Students will be asked to pause, look at the adult, then enter the building. Staff will be asked to self report. Any student identified for symptoms will be directed to the isolation room and the office will be contacted to notify the District nurses.</li> <li>● Protocol: All buildings will designate one isolation area with associated markings.</li> <li>● All reports of cases will be reported to the District Nurses and Building Principal. Building Principal will notify any member to the District COVID Team: (Andy Gardner, District Superintendent, Safety Officer, Debi, Brazelton, Human Resources, Dave Bolin, Associate Superintendent. The District Team will execute communication protocols in section 1e.</li> <li>● See Section 3 for protocols for respond to potential outbreaks</li> </ul>

- 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.
- Protocol to respond to potential outbreaks (see section 3 of the **Ready Schools, Safe Learners** guidance).

**1b. HIGH-RISK POPULATIONS**

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p><b>Medically Fragile, Complex and Nursing-Dependent Student Requirements</b></p> <p><input type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (<a href="#">ORS 336.201</a>) defines three levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> <li>1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.</li> <li>2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.</li> <li>3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.</li> </ol> <p><input type="checkbox"/> Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:</p> <ul style="list-style-type: none"> <li>• Communicate with parents and health care providers to determine return to school status and current needs of the student.</li> <li>• 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.</li> <li>• Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.</li> <li>• 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.</li> <li>• Service provision should consider health and safety as well as legal standards.</li> <li>• Work with an interdisciplinary team to meet requirements of ADA and FAPE.</li> <li>• High-risk individuals may meet criteria for exclusion during a local health crisis.</li> <li>• Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> <li>○ US Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.</li> <li>○ ODE guidance updates for Special Education. Example from March 11, 2020.</li> <li>○ OAR 581-015-2000 Special Education, requires districts to provide ‘school health services and school nurse services’ as part of the ‘related</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The District has outstanding programs to support high-risk populations. Case managers will be working closely with the building principals, Special Education Director and nurses to support these students' individual needs.</li> <li>• The District has accounted for all students who have health conditions that require additional nursing services. Building Special Education Case Managers and SIT teams will collaborate with District Nurses to review the individual medical needs of students and make appropriate plans to support their accessing their education prior to the on-site or hybrid instruction for the 2020-21 school year.</li> </ul>

- services' in order 'to assist a child with a disability to benefit from special education'.
- OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.

### 1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation.</li> <li><input type="checkbox"/> Support physical distancing in all daily activities and instruction, striving to maintain at least six feet between individuals.</li> <li><input type="checkbox"/> Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.</li> <li><input type="checkbox"/> Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).</li> <li><input type="checkbox"/> Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.</li> </ul>	<ul style="list-style-type: none"> <li>• Measurements have been done for each classroom. We can accommodate 23 students in our SIS building per classroom. All classrooms in the SIS building have the same dimensions. Measurements have been done in the SMS building as well. We can accommodate between 18-20 students per classroom. Our projections for Cohort size in the SMS building are between 14-18 depending on grade level. Our 7th grade is our largest group of students.</li> <li>• To support physical distancing Lanes/arrows in the hallways/office/bathrooms/library. Markings will be designated by counterclockwise traffic flow around our entire building. Students will only transition from cohort classroom for PE. Otherwise students will stay in designated cohort classrooms the entire day.</li> <li>• We will minimize any situation for lines. Physical distancing floor markings will be placed outside bathrooms and in the cafeteria. Floor markings in hallways/classrooms/common areas will determine directional traffic flow in areas that do not allow for physical distancing.</li> <li>• Cohorts are assigned entrances to correspond to their classroom. Our fourth graders will enter through the South door of the SIS building. Our fifth graders will enter through the North door to the SIS building. Sixth grade students will enter through exterior doors to their individual cohort rooms. Seventh and eighth graders and SLP will use exterior doors if the room has one. We have only 4 of 12 rooms that don't have exterior doors. Those students will enter through the main entrance on the West and follow directional signs to their cohort rooms.</li> <li>• Students will practice traffic flow on the first days of school. First days of school will focus on SEL/Cult. Relevant teaching practices. Student traffic patterns for support classes will be monitored by staff to ensure social distancing guidelines are followed.</li> </ul>

### 1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> <li>• The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.</li> </ul> </li> <li><input type="checkbox"/> Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.</li> <li><input type="checkbox"/> Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.</li> <li><input type="checkbox"/> Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers.</li> <li><input type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.</li> </ul>	<ul style="list-style-type: none"> <li>• Cohorts will be static, meaning they will not travel from classroom to classroom. Students will move to PE/lunch/recess but will remain in their stable cohorts and will not mix with other cohorts. Classrooms have been measured to determine cohort size. Cohorts will not exceed the limit based on classroom size and square footage requirements.</li> <li>• We will have assigned bathrooms to cohorts, Admin and other staff will monitor restrooms as part of our building rounds to ensure distancing is occurring in all spaces. Sinks for handwashing in both buildings are semicircular in nature. the middle section will be taped off to ensure social distancing while washing hands. Classrooms that contain sinks will also be used to ensure hand washing requirements are met. Bathrooms maximum occupancy signs will be posted with physical distancing markings in the hallway for students who are waiting to enter restrooms.</li> <li>• Following ODE, OHA and CDC guidance, the District maintenance staff have created a cleaning protocol. The protocol covers sections for; facility Cleaning and Disinfecting, Cleaning if Someone is Sick, Cleaning and Disinfecting of Outdoor Areas, Electronics, and Cleaning Schedules for Schools. Each school will have a checklist for signature each day.</li> </ul>

- As part of the training materials, all staff who interact with multiple cohorts must wash/sanitize their hands between interactions with different stable cohorts.

### 1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop a letter or communication to staff to be shared at the start of on-site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.               <ul style="list-style-type: none"> <li>• Consider sharing school protocols themselves.</li> </ul> </li> <li><input type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case.               <ul style="list-style-type: none"> <li>• Consult with your LPHA on what meets the definition of “close contact.”</li> </ul> </li> <li><input type="checkbox"/> Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.</li> <li><input type="checkbox"/> Provide all information in languages and formats accessible to the school community.</li> </ul>	<ul style="list-style-type: none"> <li>• A letter outlining the instructional model, the rationale and vision behind it and specific infection control measures will be shared with all families in their native language through print and electronically when available.</li> <li>• Additional communication regarding protocols will be shared with families and staff in August prior to the start of on-site instruction.</li> <li>• Updated communication will be shared with families at least monthly or as updated information is available throughout the school year.</li> <li>• Protocol: The District COVID Team will utilize NSSD Outbreak Response flow chart to execute the necessary communications in a timely manner in consultation and directed by the LHA.</li> <li>• Any communication sent to stakeholder groups will be sent from the District or Building level using translatable Blackboard Messaging System (SMORE). All individual communications will be translated when necessary through District Translation services.</li> </ul>

### 1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms. COVID-19 symptoms are as follows:               <ul style="list-style-type: none"> <li>• Primary symptoms of concern: cough, fever or chills, shortness of breath, or difficulty breathing.</li> <li>• Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19, but are not enough in isolation to deny entry. More information about COVID-19 symptoms is available <a href="#">from CDC</a>.</li> <li>• Emergency signs that require immediate medical attention:                   <ul style="list-style-type: none"> <li>o Trouble breathing</li> <li>o Persistent pain or pressure in the chest</li> <li>o New confusion or inability to awaken</li> <li>o Bluish lips or face</li> <li>o Other severe symptoms</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian.               <ul style="list-style-type: none"> <li>• Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <b>Ready Schools, Safe Learners</b> guidance) and sent home as soon as possible.</li> <li>• They must remain home until 72 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving.</li> </ul> </li> <li><input type="checkbox"/> Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days.</li> <li><input type="checkbox"/> Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.</li> </ul>	<ul style="list-style-type: none"> <li>• The District will provide training documents that include protocols for screening staff. Anyone identified or reporting primary symptoms while on campus will follow the isolation protocols. Any staff member self report will be monitored by nursing staff and HR for reentry.</li> <li>• Screening Staff:               <ul style="list-style-type: none"> <li>o Staff are required to report when they may have been exposed to COVID-19.</li> <li>o Staff are required to report when they have symptoms related to COVID-19.</li> <li>o Staff members are not responsible for screening other staff members for symptoms.</li> </ul> </li> <li>• Arrival and Entry:               <ul style="list-style-type: none"> <li>o Each student will be assigned an entrance point (i.e., a specific door) to the school building.</li> <li>o They will go directly to their first content cohort (i.e., the students in their first period class) through their assigned entry door.</li> <li>o Staff will be present at each entry point to visually screen students for symptoms.</li> <li>o Breakfast will be in the classroom</li> </ul> </li> <li>• Screening Students Upon Entry               <ul style="list-style-type: none"> <li>o Staff will be assigned to each entry door to visually screen.</li> <li>o When the screening indicates that a student may be symptomatic, the student is directed to the isolation room and the office notified.</li> </ul> </li> <li>• 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.</li> <li>• There are transportation specific screening protocols that must be followed. See section 2i for more information.</li> </ul>

- 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.

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**1g. VISITORS/VOLUNTEERS**

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Restrict non-essential visitors. Only allow visitors if six feet of physical distance between all people can be maintained.</li> <li><input type="checkbox"/> Visitors must wash or sanitize their hands upon entry and exit.</li> <li><input type="checkbox"/> Visitors must wear face coverings in accordance with local public health authority and <a href="#">CDC</a> guidelines.</li> <li><input type="checkbox"/> Screen all visitors for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.</li> </ul>	<ul style="list-style-type: none"> <li>• Visitors and Volunteers will be unable to work in schools or complete other volunteer activities that require in person interaction during school hours. Adults in schools will be limited to essential personnel only.</li> <li>• When allowed Visitors will sign a written acknowledgement that they are symptom free and not been exposed to COVID-19 within the preceding 14 calendar days. Visitors will have to wash or sanitize their hands upon entry and wear face coverings.</li> </ul>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Face coverings or face shields for:               <ul style="list-style-type: none"> <li>• Staff who are regularly within six feet of students and/or staff                   <ul style="list-style-type: none"> <li>○ This can include staff who support personal care, feeding, or instruction requiring direct physical contact.</li> <li>○ Staff who will sustain close contact and interactions with students.</li> </ul> </li> <li>• Bus drivers.</li> <li>• Staff preparing and/or serving meals.</li> </ul> </li> <li><input type="checkbox"/> Face shields or clear plastic barriers for:               <ul style="list-style-type: none"> <li>• Speech Language Pathologists, Speech Language Pathology Assistants, or other adults providing articulation therapy.</li> <li>• Front office staff.</li> </ul> </li> <li><input type="checkbox"/> Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role.</li> <li><input type="checkbox"/> <b>Students who choose not to wear face coverings must be provided access to instruction.</b></li> <li><input type="checkbox"/> <b>ADA accommodations:</b> If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.</li> </ul>	<ul style="list-style-type: none"> <li>• The District will provide face coverings or face shields for: SLP, LS, SLP, Kitchen Staff. Plastic dividers will be built and provided in all school offices.</li> <li>• District nurses will be provided masks. They will also be fit tested and provided N95 protection along with face shields.</li> <li>• The District will follow version 3 guidance. All students are required to wear masks with exceptions noted in guidance.</li> <li>• District Human Resources Department will enter an interactive process with any staff member that meets this criteria.</li> </ul>

**1i. ISOLATION MEASURES**

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Protocols for surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols 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.</li> <li><input type="checkbox"/> Protocols for assessment of students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day.               <ul style="list-style-type: none"> <li>• Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated.</li> <li>• Consider required physical arrangements to reduce risk of disease transmission.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The District Nurses, Safety and Security and Building Principals have partnered with building principals to identify appropriate isolation areas. Isolation space was selected to assure that they provide for space for a student to rest. Students will be supervised while waiting to be picked up.</li> <li>• Symptomatic students will remain at school until a designated adult can pick them up.</li> <li>• Staff will be assigned to supervise students who are symptomatic, and will need to maintain at least six feet of distance and wear facial coverings.</li> <li>• Secondary isolation areas may be identified if/as needed.</li> <li>• Logs must be maintained for every student who enters the isolation room, regardless of whether they are treated or sent home. Logs will include:               <ul style="list-style-type: none"> <li>○ Name of student</li> </ul> </li> </ul>

- Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.
  - Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.
  - Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.
  - Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms.
    - Symptomatic staff or students should seek COVID-19 testing from their regular physician or through the local public health authority.
    - If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
      - Alternatively, a person who had a positive viral test may return to school when they have received two subsequent negative COVID-19 viral tests at least 24 hours apart and 72 hours have passed since fever is gone, without use of fever reducing medicine, and other symptoms are improving
    - If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
    - If they do not undergo COVID-19 testing, the person should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
  - Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).
  - Record and monitor the students and staff being isolated or sent home for the LPHA review.
- Reported symptoms/reason for health room visit
  - Action taken
  - The District will include stay at home expectations to staff and families. The District Nurses will monitor any staff or student sent home to ensure they follow the ODE and OHA guidance and record all information in logs. .



## 2. Facilities and School Operations

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

### 2a. ENROLLMENT

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>□ Enroll all students following the standard Oregon Department of Education guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>● Spring Registration was completed by all K-8 Buildings at the end of the 2019-20 school year. Stayton High School is preparing for online registration to be started by August 10, 2020.</li> </ul>

- Do not disenroll students for non-attendance if they meet the following conditions:
  - Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or
  - Have COVID-19 symptoms for 10 consecutive school days or longer.
- Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.

- District Nurses have identified all high-risk or vulnerable populations and will work with Case Managers, Building Principals and Student Intervention Teams to support and accommodate vulnerable students.
- Students who do not attend in-person learning (when available) will be contacted by building attendance teams. Each team will work with the family to identify potential solutions to accommodate their needs. The District will be offering a Virtual School platform for all students who do not want to attend in-person school. Students who fail to show for 10 days of instruction consecutively, will be advised of this option.

## 2b. ATTENDANCE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>On-Site school students:</b> Full-time and part-time students follow normal reporting policy and procedures.</li> <li><input type="checkbox"/> <b>Full-Time Online and/or Hybrid school students:</b> Full-time students who are enrolled in school and taking online and/or hybrid courses only are reported on an FTE basis using a standard record (ADMProgTypCd = 01) as identified in the Oregon Cumulative Average Daily Membership (ADM) Manual. This is an existing policy previously used in the online setting. As such, there should not be any need to reprogram student information systems to accommodate for this change and the addition of the hybrid setting.           <ul style="list-style-type: none"> <li>● Note: Because the students in the online and/or hybrid setting do not regularly attend classes at the district facilities, the standard procedures for recording student days present and days absent cannot be effectively applied to those students. This will reduce accuracy of attendance data for the state while this is in effect.</li> <li>● For the purposes of this section, please use the following definition and clarification: <b>Online and/or Hybrid Check-in:</b> The responsibility of taking attendance must be performed by the teacher of record. "Check-ins" with appropriately licensed instructional staff are two-way communications between the student and the teacher. A check-in does not include a student leaving a message on an answering machine or sending an email that does not receive a response from the appropriately licensed instructional staff by the end of the next school day.</li> <li>● The student must check-in <b>at least</b> twice a week with their teacher(s) of record on <b>at least</b> two separate weekdays in order to be counted as present for all five days of that week.</li> <li>● If the student only checks in once during the week, the student must be counted as absent for half of the scheduled week (2.5 days, if there are 5 days scheduled in the week).</li> <li>● The student must be counted as absent for the entire week (5 days, if there are 5 days scheduled in the week) if they do not report in at all during the week.</li> <li>● Note: If a district schedule is based on a 4-day school week, the student would still need to check in twice a week as described above in order to be counted as present for the entire week (4 days) and once a week to be counted as present for half of the week (2 days).</li> <li>● Days in attendance may not be claimed for days in which the student did not have access to appropriately licensed instructional staff. The purpose of the rule regarding checking in with the teacher of record is to assure that the teacher can evaluate whether the student is making adequate progress in the course and the student has additional guaranteed opportunities to engage with a teacher. The responsibility of taking attendance must be</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● North Santiam School District (NSSD) believes what is most important at this time is our collective effort to support active engagement and provide resources to meet students and families experiencing challenges with staying connected. NSSD staff have prepared meaningful Teacher Facilitated instructional activities in our Hybrid and Comprehensive Distance Learning models. The best learning and emotional support will occur for our students when they attend scheduled interactions with their teacher(s) and/or educational assistants to the maximum extent possible.</li> <li>● NSSD Hybrid and Comprehensive Distance Learning model will involve online interactions with teacher(s) and/or educational assistant(s). When appropriate support and supplemental written materials will be provided to students to support student learning.</li> <li>● Students engaged in the Hybrid and CDL models are having meaningful engagement with the teacher beyond just turning in supplemental written materials or assignments to be marked as attending.</li> <li>● In Grades K-5: Attendance will be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning).</li> <li>● In Grades 6-12: Attendance will 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).</li> <li>● Attendance includes both participation in class activities and interaction with a licensed or registered teacher during a school day or interactions with educational assistants and paraprofessionals through teacher designed and facilitated processes.</li> <li>● Interaction can be evidenced by any of the following or reasonable equivalents:           <ul style="list-style-type: none"> <li>○ Participating in a video class;</li> <li>○ Communication from the student to the teacher via chat, communication app, text message or email;</li> <li>○ A phone call between the teacher or educational assistants and the student, or, for younger students, with the parent;</li> <li>○ Posting completed coursework to a learning management system or web-based platform or via email; or</li> <li>○ Turning in completed coursework on a given day.</li> </ul> </li> <li>● When there is no evidence of student interaction during a 24-hour period surrounding a scheduled school day as described, students are reported as absent.</li> </ul>

performed by the teacher of record, not another staff member (e.g., the registrar or school secretary).

- Part-time students receiving online and/or hybrid instruction (not college courses):** Students who are not enrolled full-time and are taking online and/or hybrid courses offered by the school district or charter school are reported as large group instruction (program type 4), unless they are an ESD-registered homeschooled or private school student receiving supplemental coursework in public school, which are reported as shared time (program type 9). The district may count up to 1 hour per day per course taken, provided appropriately licensed teachers for the coursework taken, are available and accessible to the student during regular business hours on each school day to be claimed. Because this is online and/or hybrid instruction, attendance is based on check-ins with the student's appropriately licensed teacher(s) of record at least two times (on different days) during the school week.

### 2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Update procedures for district-owned devices to match cleaning requirements (see section 2d of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li><input type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.</li> </ul>	<ul style="list-style-type: none"> <li>● All students will be assigned a district-owned device for use in all instructional models. Students will have the option to take the device home in grades 6-12 during hybrid instruction. Student chromebook will remain at school for K-5 on-site learning.</li> <li>● Deployment of district-provided hotspots will be provided to ensure adequate internet access for all families.</li> <li>● Additional devices will be accessible for in-building use for students with broken devices or devices left at home.</li> <li>● School devices will be cleaned and sanitized between each use if shared.</li> </ul>

### 2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Handwashing:</b> All people on campus should be advised and encouraged to wash their hands frequently.</li> <li><input type="checkbox"/> <b>Equipment:</b> Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.</li> <li><input type="checkbox"/> <b>Events:</b> 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.</li> <li><input type="checkbox"/> <b>Transitions/Hallways:</b> Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.</li> <li><input type="checkbox"/> <b>Personal Property:</b> Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Handwashing:</b> Signs will be posted in all bathrooms, hallways and classrooms.</li> <li>● <b>Equipment:</b> Clean/Dirty canisters will be created for all "community" school supplies although those supplies will be limited as much as possible. Teachers, students, custodial staff, and school faculty will be properly trained on cleaning/sanitizing procedures. The PE team will clean and sanitize all equipment used, teachers and students will clean and sanitize school supplies and technology equipment used within their classrooms. The office staff will clean and sanitize all community used office supplies, custodial staff will clean and sanitize all general areas and playground equipment after use.</li> <li>● <b>Events:</b> Handbook and behavior expectations can be done virtually or in the classroom. Open House can be done virtually or assigned times. This depends on what Phase we are in at reopening. Athletic events/practices will be determined at a later date based on further OSAA and ODE Guidance. At this time, no athletic participation is allowed due to social distancing restrictions.</li> <li>● <b>Transitions/Hallways:</b> Traffic flow patterns will be determined and posted for hallways. All traffic flow in common areas will be controlled. Most students will be required to remain in their assigned cohort classroom during school hours. When students need to leave the classroom, they will be required to maintain the "traffic flow" expectations of the hallway. Since teachers will be moving rooms instead of students moving rooms, we will need to purchase rolling carts for their teaching supplies/curriculum.</li> <li>● <b>Personal Property:</b> We will not be using our lockers. Students will</li> </ul>

carry personal belongings with them to class and enter through their assigned door. Students will have all personal property labeled by the owner and will not be shared.

## 2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.</li> <li><input type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times.</li> <li><input type="checkbox"/> Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li><input type="checkbox"/> Develop sign-in/sign-out protocol to help facilitate contact tracing:               <ul style="list-style-type: none"> <li>● Eliminate shared pen and paper sign-in/sign-out sheets.</li> <li>● Ensure hand sanitizer is available if signing children in or out on an electronic device.</li> </ul> </li> <li><input type="checkbox"/> Install hand sanitizer dispensers near all entry doors and other high-traffic areas.</li> <li><input type="checkbox"/> Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">20/21 SIS/SMS Master Schedule for Public</a></li> <li>● Upon arrival at school, students will move to their assigned established cohort classroom. Those that have outside doors will utilize those. Those students that have classrooms that are interior will enter through either the West or North doors and follow traffic pattern signs to get to their cohort rooms. Custodians will begin cleaning arrival and dismissal areas immediately. At dismissal time, students will be required to immediately leave the building through assigned doors and proceed to bus, parent pick-up or crosswalk to leave campus.</li> <li>● School doors will open at 7:40 or when the first bus is scheduled to arrive. Exterior doors will be open for students to enter through. Students will know if their cohort classroom has an exterior door. Students will sanitize hands and be visually screened by a trained adult as they enter the school. Students will be required to immediately report to their first period class to minimize gathering.</li> <li>● We will be using external doors to classrooms so cohorts have access to their rooms without needing to walk in hallways in SMS. Classroom teachers will maintain their logs for their respective cohorts. Staff will take attendance using the Student Information System in order to be accurate.</li> <li>● The District will build and maintain all sign-in/sign-out contact tracing logs. Classroom teachers will maintain their logs for their respective cohort or class period. Attendance taking in the Student Information System will be utilized to track student cohorts.</li> <li>● The maintenance staff has conducted school inventories and installed additional Hand Sanitizer Dispensers in key entry points through the building.</li> </ul>

## 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Seating: Rearrange student desks and other seat spaces to at least six feet apart; assign seating so students are in the same seat at all times.</li> <li><input type="checkbox"/> <b>Materials:</b> 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.</li> <li><input type="checkbox"/> <b>Handwashing:</b> Remind students through signage and regular reminders from staff of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of and hands washed or sanitized immediately.               <ul style="list-style-type: none"> <li>● Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Seating: Custodial staff along with admin will mark floors in each classroom to rearrange desks to 6 feet apart.</li> <li>● Materials: School supplies will only be used by individual students. No sharing of supplies. No tubs on tables or desk groupings. Hand sanitizer and tissue will be in each classroom. A binder assembly will happen for each cohort to ensure that all students have the supplies they need. We will limit access to shared supplies (staplers, hole punch, etc.)</li> <li>● Handwashing: Students will be reminded through signage and regular reminders from staff of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of and hands washed or sanitized immediately.</li> <li>● Students will be encouraged to wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</li> </ul>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
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<ul style="list-style-type: none"> <li><input type="checkbox"/> Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority’s <a href="#">Specific Guidance for Outdoor Recreation Organizations</a>).</li> <li><input type="checkbox"/> Students must wash hands before and after using playground equipment.</li> <li><input type="checkbox"/> Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect between sessions and between each group’s use.</li> <li><input type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements.</li> <li><input type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).</li> <li><input type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts.</li> <li><input type="checkbox"/> Clean all outdoor equipment between cohorts.</li> </ul>	<ul style="list-style-type: none"> <li>• All Playgrounds will be closed to the public and signage posted.</li> <li>• Teachers will be responsible for student hand washing for AM recess. All lunch recess handwashing will be supervised by the assistant on duty.</li> <li>• Grade levels will schedule rotating cohorts for areas of the playground.</li> <li>• Each cohort will need their own set of playground balls and teacher is responsible for sanitizing after use.</li> <li>• Playground equipment will be cleaned between cohorts.</li> </ul>
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### 2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Include meal services/nutrition staff in planning for school reentry.</li> <li><input type="checkbox"/> Staff serving meals must wear face shields or face covering (see section 1h of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> Students must wash hands before meals and should be encouraged to do so after.</li> <li><input type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed.</li> <li><input type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.</li> <li><input type="checkbox"/> Adequate cleaning of tables between meal periods.</li> </ul>	<ul style="list-style-type: none"> <li>• The District has had multiple planning meetings to implement ODE, OHA guidance regarding meal service and nutrition.</li> <li>• The District Food Service Director has worked with each building principal to develop meal service and nutrition plans.</li> <li>• Students will be served breakfast and lunch in classrooms and/or eat with cohort groups.</li> <li>• All students must wash hands prior to meals or use hand sanitizer. Students will pick up food in the cafeteria and return to their classrooms to eat. Physical distancing requirements will be maintained in transit.</li> <li>• If a classroom is unable to travel to the cafeteria, cafeteria staff will deliver meals to that classroom.</li> <li>• Students will not share utensils or other items during meals.</li> <li>• The Cafeteria touch-points will be cleaned between stable cohorts, including tables if students are present.</li> <li>• Daily cleaning logs have been created and will be monitored by the District Food Service Director.</li> </ul>

### 2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service.</li> <li><input type="checkbox"/> Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. <ul style="list-style-type: none"> <li>• If a student displays symptoms, provide a face shield or face covering and keep student at least six feet away from others. Continue transporting the student. <ul style="list-style-type: none"> <li>○ If arriving at school, notify staff to begin isolation measures.</li> <li>○ If transporting for dismissal and the student displays an onset of symptoms, notify the school.</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.</li> <li><input type="checkbox"/> Drivers wear face shields or face coverings.</li> </ul>	<ul style="list-style-type: none"> <li>• The District has had multiple planning meetings to implement ODE, OHA guidance regarding transportation.</li> <li>• The District has worked with the transportation department to develop district level routes, training, and updates.</li> <li>• Route times may differ slightly from prior year to accommodate social distancing and staggered arrival times.</li> <li>• Parents are encouraged to provide family transportation if possible to limit an additional cohort group for their children.</li> <li>• Bus routes will be adjusted to support cohorting students and physical distancing, including: <ul style="list-style-type: none"> <li>○ three feet of physical distance between passengers</li> <li>○ six feet of physical distance between the drive and passengers (except during boardAll bus drivers will keep daily student logs (See Section 1a)</li> </ul> </li> <li>• The School Nurse will support the training for bus drivers to maintain logs.</li> <li>• All drivers will wear face shields or the equivalent.</li> <li>• Busses will be cleaned and wiped down between each route daily.</li> <li>• If a student displays symptoms, provide a face shield or face covering and keep the student at least 6 feet away from others. Continue transporting the student.</li> <li>• If arriving at school, notify staff to begin isolation protocols.</li> </ul>

- 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).

- If transporting for dismissal and the student displays an onset of symptoms, notify the school.

## 2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (<a href="#">CDC guidance</a>) environments, including classrooms, cafeteria settings, restrooms, and playgrounds.</li> <li><input type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.</li> <li><input type="checkbox"/> Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. Do <b>not</b> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. For example, do not use fans if doors and windows are closed and the fans are recirculating the classroom air.</li> <li><input type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.</li> <li><input type="checkbox"/> Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see <a href="#">CDC's guidance on disinfecting public spaces</a>).</li> <li><input type="checkbox"/> Air circulation and filtration are helpful factors in reducing airborne viruses. Consider modification or enhancement of building ventilation where feasible (see <a href="#">CDC's guidance on ventilation and filtration</a> and <a href="#">American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance</a>).</li> </ul>	<ul style="list-style-type: none"> <li>• Following ODE, OHA and CDC guidance, the District maintenance staff have created a cleaning protocol.</li> <li>• The protocol covers sections for; facility Cleaning and Disinfecting, Cleaning if Someone is Sick, Cleaning and Disinfecting of Outdoor Areas, Electronics, and Cleaning Schedules for Schools Specific times are specified to clean high touch surfaces and areas.</li> <li>• Each school will have a checklist for signature each day. Day shift Custodial duties will be modified to prioritize for cleaning between cohort activities.</li> <li>• Additional training will be provided to Custodial Staff to refresh/familiarize with disinfectants. Logs will be used for tracking room cleaning.</li> <li>• Ventilation will be modified where possible to increase outside air. Fans will not be used in rooms where there are no operable windows. All ventilation systems will be checked on a weekly basis.</li> <li>• Where possible, we will increase outside air into the ventilation systems.</li> <li>• All air filters throughout the district have been replaced and will be monitored monthly. Ventilation will be modified where possible to increase outside air.</li> </ul>

## 2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs.</li> <li><input type="checkbox"/> Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).</li> <li><input type="checkbox"/> Prioritize immunizations and other needed health services for students, including behavioral health and reproductive health services.</li> </ul>	<ul style="list-style-type: none"> <li>• The Health Services are essential to ensuring the safety of students and staff. Health Services staff play an essential role on the District COVID Team. The execution of the Districts Communicable Disease Plan will be vital to the safety of our students and staff. Responding to students and staff that are directed to isolation rooms, partnering with buildings to support our medically fragile students, training staff and being in direct communication with LPHA will be critical.</li> <li>• Nursing is part of the district-wide team for creating and monitoring the plan.</li> <li>• School Nurses work in conjunction with building Office Managers to monitor compliance with immunizations and other health services for students.</li> </ul>



## 3. Response to Outbreak

### 3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.</li> </ul>	<ul style="list-style-type: none"> <li>• The District has made contact with the LPHA to establish communication channels. Our current Communicable Disease Plan identifies an emergency response framework (attached</li> </ul>

- Establish a specific emergency response framework with key stakeholders.
- When new cases are identified in the school setting, and the incidence is low, the LPHA will provide a direct report to the district nurse, or designated staff, on the diagnosed case(s). Likewise, the LPHA will impose restrictions on contacts.

to the District Operational Blueprint) and the reporting of novel viruses to a district nurse.

### 3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Follow the district’s or school’s outbreak response protocol. Coordinate with the LPHA for any outbreak response.</li> <li><input type="checkbox"/> If anyone who has been on campus is known to have been diagnosed with COVID-19, report the case to and consult with the LPHA regarding cleaning and possible classroom or program closure.</li> <li><input type="checkbox"/> Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students.</li> <li><input type="checkbox"/> When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district.</li> <li><input type="checkbox"/> Modify, postpone, or cancel large school events as coordinated with the LPHA.</li> <li><input type="checkbox"/> If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students.</li> <li><input type="checkbox"/> Continue to provide meals for students.</li> <li><input type="checkbox"/> Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families.</li> </ul>	<ul style="list-style-type: none"> <li>• The District has established a Response to Outbreak flowchart to efficiently respond to an outbreak.</li> <li>• A District nurse will be responsible for reporting any cases to the LPHA and the District COVID Team (Superintendent, Human Resource, Associate Superintendent, Nurses, Safety and Security) will work collaboratively to respond to any guidance/direction of the LPHA.</li> <li>• The District has consulted with each building to implement Short-Term Distance Learning and Comprehensive Distance Learning Models. Short-Term Distance Learning will mirror Comprehensive Distance Learning Models.</li> <li>• The District COVID Team will assemble to consider when cases are identified in the local region.</li> <li>• The District will follow ODE and OHA guidance on when it is safe to reenter on-site / hybrid instruction and provide this communication two weeks before reentry.</li> </ul>

### 3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Plan instructional models that support all learners in Comprehensive Distance Learning.</li> <li><input type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow <a href="#">CDC guidance</a> for classrooms, cafeteria settings, restrooms, and playgrounds.</li> <li><input type="checkbox"/> Communicate with families about options and efforts to support returning to On-Site instruction.</li> <li><input type="checkbox"/> Follow the LPHA guidance to begin bringing students back into On-Site instruction. <ul style="list-style-type: none"> <li>• Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The District will be starting the 2020-21 school year in Comprehensive Distance Learning. When we are able to return to a hybrid model and have an outbreak, the District will be prepared to transition back to Comprehensive Distance Learning.</li> <li>• All District buildings will be cleaned following CDC guidance (attached to the District Operational Blueprint) and consultation will occur with the LPHA to ensure the district can safely return to on-site instruction in compliance with ODE metrics.</li> </ul>



## 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.*

- x 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](#)

x We affirm that we cannot meet all of the collective requirements from ODE/OHA guidance related to the 2020-21 school year from:

- Sections 4, 5, 6, 7, and 8 of the [Ready Schools, Safe Learners](#) guidance,
- The [Comprehensive Distance Learning](#) guidance,
- The [Ensuring Equity and Access: Aligning Federal and State Requirements](#) guidance, and
- [Planning for COVID-19 Scenarios in Schools](#)

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

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

### Assurance Compliance and Timeline

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

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



## OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Under ODE’s **Ready Schools, Safe Learners** guidance, each school<sup>1</sup> has been directed to submit a plan to the district<sup>2</sup> 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,<sup>3</sup> parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	North Santiam School District Building: Sublimity Elementary
Key Contact Person for this Plan	District: Dave Bolin Building: Missy Riesterer
Phone Number of this Person	District: Dave Bolin 541-990-3403 Building: Missy Riesterer 503-769-5974
Email Address of this Person	District: <a href="mailto:david.bolin@nsantiam.k12.or.us">david.bolin@nsantiam.k12.or.us</a> Building: <a href="mailto:missy.riesterer@nsantiam.k12.or.us">missy.riesterer@nsantiam.k12.or.us</a>
Sectors and position titles of those who informed the plan	Superintendent, Assistant Superintendent, Nurses, HR Director, Safety and Security Director, Food Service Director, Maintenance Director.
Local public health office(s) or officers(s)	Linn County: Neva Anderson, 541-967-3888 Marion County: 503-588-5352 <a href="mailto:readyschoolsreentry@co.marion.or.us">readyschoolsreentry@co.marion.or.us</a>

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Gary Rychard, Director of Safety and Security will oversee District Requirements. All building principals will be responsible on-site.
Intended Effective Dates for this Plan	September 14, 2020
ESD Region	Willamette Education Service District

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

During the summer months several communications and input surveys were sent to all district stakeholders. Stakeholders were asked to respond to draft documents for reopening and provided guidance on what was most important for us to consider to reopen school safely.

A parent focus group was utilized to review drafted plans prior to the submission to the School Board and LPHA. An open School Board meeting was held on August 11, for public comment.

3. Indicate which instructional model will be used. This does not apply if you are an online school or virtual public charter school and had a virtual online instructional model already in place pre-COVID-19.

Select One:

On-Site Learning     Hybrid Learning     Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-14 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

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

## REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

All Buildings in the North Santiam School District are following ODE & OHA guidance and will provide Comprehensive Distance Learning due to high case rates in both Linn and Marion County.

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

The District is finalizing plans to be compliant with the Comprehensive Distance Learning Guidance. This section will be updated as building plans are finalized.

In Comprehensive Distance Learning Students will have multiple virtual interactions with their teachers on a daily basis. The learning day will consist of 50% teacher-facilitated instruction and 50% applied learning. Teacher facilitated learning are experiences planned and guided by a licensed teacher. These may be accomplished by live instruction, videos, two-way communication, small group breakouts or individual appointments. Applied learning experiences allow for students to apply knowledge and skills that extend from the teacher-facilitated learning. Students have access to instructional support during applied learning activities, provided by educational assistants, teachers, and/or related service providers.

The total instruction time will be equivalent to in-person instructional time. Direct teacher-facilitated opportunities will be provided daily and may include full group instruction, peer interaction, two-way communication, small group breakouts, or individual office hours. Students will receive 3-4 hours of teacher-facilitated interactions daily (depending on age and subject), 2-3 hours of independent learning and

All K-5 students will have one certified NSSD district teacher that will work in collaboration with Music and Physical Education teachers. All 6-12 students will work with multiple certified NSSD district teachers.

All students who qualify will receive special program support synchronously to the maximum extent possible. Our underserved student may additionally work with Instructional Assistants to receive services and supports. (Title I, English Language Development, Special Education, Talented and Gifted, 504)

Building Specific Plans:

Sublimity School CDL

The goal of Sublimity School's comprehensive distance learning program is to provide ongoing high quality instruction that furthers each student's academic success while working through state standards at each grade level. Our school will provide access, resources, and academic learning opportunities for all students in the remote setting through both synchronous and asynchronous models. We will address all IEP's, 504's and TAG plans with our general education teachers and our specialists.

Our guiding principles will support students' academic and emotional well being by maintaining strong home and school connections. This will be done by empowering educators to design learning experiences that continually meet the individual learning needs of all students. Daily schedules will be provided to parents and students that meet or exceed the daily minimum requirements and represent a more typical school day appropriate for each grade level band, grades K-2, 3-5, and 6-8. Attached is a draft schedule for each grade level. [Draft Schedule](#)

Students will attend live sessions to allow peer-to-peer interaction and relationship connections with both peers and teachers. There will be whole group instruction as well as 1:1 and small groups for academic and social and emotional learning. We will track attendance and monitor progress using our district's learning management system in all grades K-8. Our ultimate goal this year is to help parents best support their child and provide structure and balance as they continue to be their child's learning coach at home.

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

The District is prepared to return to our on-site instructional plan for K-5 students and hybrid plan for 6-12 students when it's permissible by ODE and OHA guidance.

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

## ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

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



### 0. Community Health Metrics

#### METRICS FOR ON-SITE OR HYBRID INSTRUCTION

- The school currently meets the required metrics to successfully reopen for in-person instruction in an On-Site or Hybrid model. *If this box cannot yet be checked, the school must return to Comprehensive Distance Learning but may be able to provide some in-person instruction through the exceptions noted below.*

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

- The school currently meets the exceptions required to provide in-person person education for students in grades K-3 (see section 0d(1) of the *Ready Schools, Safe Learners* guidance).
- The school currently meets the exceptions required to provide limited in-person instruction for specific groups of students (see section 0d(2) of the *Ready Schools, Safe Learners* guidance).
- The school currently meets the exceptions required for remote or rural schools in larger population counties to provide in-person instruction (see section 0d(3) of the *Ready Schools, Safe Learners* guidance).
- The school currently meets the exceptions required for smaller population counties to provide in-person instruction (see section 0d(4) of the *Ready Schools, Safe Learners* guidance).
- The school currently meets the exceptions required for schools in low population density counties (see section 0d(5) of the *Ready Schools, Safe Learners* guidance).
- The school currently meets the exceptions required for small districts to provide in-person instruction (see section 0d(6) of the *Ready Schools, Safe Learners* guidance).



# 1. Public Health Protocols

## 1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Implement measures to limit the spreads of COVID-19 within the school setting.</li> <li><input type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.</li> <li><input type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Process and procedures to train all staff in sections 1 - 3 of the <b>Ready Schools, Safe Learners</b> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained.</li> <li><input type="checkbox"/> Protocol to notify the local public health authority (<a href="#">LPHA Directory by County</a>) of any confirmed COVID-19 cases among students or staff.</li> <li><input type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.</li> <li><input type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students.</li> <li><input type="checkbox"/> Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner.</li> <li><input type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others.</li> <li><input type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> 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.               <ul style="list-style-type: none"> <li>● 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 <b>Ready Schools, Safe Learners</b> guidance), the daily log may be maintained for the cohort.</li> <li>● If a student(s) is not part of a stable cohort, then an individual student log must be maintained.</li> </ul> </li> <li><input type="checkbox"/> Required components of individual daily student/cohort logs include:               <ul style="list-style-type: none"> <li>● Child's name</li> <li>● Drop off/pick up time</li> <li>● Parent/guardian name and emergency contact information</li> <li>● All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student</li> </ul> </li> <li><input type="checkbox"/> Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.</li> <li><input type="checkbox"/> 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.</li> </ul>	<ul style="list-style-type: none"> <li>● The North Santiam School District (NSSD) executed the development of Building Blueprints from a team approach. Sections 1-3 of the Blueprints were broken apart by the individual requirement and assigned to buildings and/or appropriate department directors. This approach was taken to provide consistency across the district and allow building the individual needed to meet all guidance requirements. T</li> <li>● The District has two part time nurses, Denise Cardinali and Michelle Young who accessed resources provided through Oregon School Nurse Association and National School Nurses Association to develop the Communicable Disease Management Plan. Gary Rychard, Safety and Security, Debi Brazelton, Director of Human Resources and Lisa Spencer, Human Resources Specialist, also contributed components to the plan. Dr. Jan Olson, District Nurse, Molalla School District and Amber Tinney, ADN, RN, Santiam Canyon School District also collaborated in developing the plan for their respective districts.</li> <li>● The District has a written Communicable Disease Management Plan that specifically addresses the prevention and spread of COVID-19.</li> <li>● The Human Resources Departments will add a training component to Safe Schools Online Platform to provide virtual training. HR will follow up with regular reminders and take suggestions for change as provided from staff.</li> <li>● All reports of cases will be reported to the District Nurses and Building Principal. Building Principal will notify any member to the District COVID Team: (Andy Gardner, District Superintendent, Safety Officer, Debi, Brazelton, Human Resources, Dave Bolin, Associate Superintendent. The District Nurses will follow the flow chart in the Communicable Disease Plan in contacting and working with the LPHA. Contact information is stored in the shared drive on the Master District Operational Blueprint.</li> <li>● The District Maintenance staff have developed cleaning protocols and schedules for each building using CDC guidance. They are attached to the District Operational Blueprint.</li> <li>● Protocol: The District will create a shared drive to include logs for contact tracing for each building. District Nurses will have access to provide these to the LPHA.</li> <li>● Protocol: All building entry points will have a trained staff member to screen students. Students will be asked to pause, look at the adult, then enter the building. Staff will be asked to self report. Any student identified for symptoms will be directed to the isolation room and the office will be contacted to notify the District nurses.</li> <li>● Protocol: All buildings will designate one isolation area with associated markings.</li> <li>● All reports of cases will be reported to the District Nurses and Building Principal. Building Principal will notify any member to the District COVID Team: (Andy Gardner, District Superintendent, Safety Officer, Debi, Brazelton, Human Resources, Dave Bolin, Associate Superintendent. The District Team will execute communication protocols in section 1e.</li> <li>● See Section 3 for protocols for respond to potential outbreaks</li> </ul>

- Protocol to respond to potential outbreaks (see section 3 of the *Ready Schools, Safe Learners* guidance).

**1b. HIGH-RISK POPULATIONS**

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p><b>Medically Fragile, Complex and Nursing-Dependent Student Requirements</b></p> <p><input type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (<a href="#">ORS 336.201</a>) defines three levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> <li>1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.</li> <li>2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.</li> <li>3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.</li> </ol> <p><input type="checkbox"/> Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:</p> <ul style="list-style-type: none"> <li>● Communicate with parents and health care providers to determine return to school status and current needs of the student.</li> <li>● 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.</li> <li>● Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.</li> <li>● 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.</li> <li>● Service provision should consider health and safety as well as legal standards.</li> <li>● Work with an interdisciplinary team to meet requirements of ADA and FAPE.</li> <li>● High-risk individuals may meet criteria for exclusion during a local health crisis.</li> <li>● Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> <li>○ US Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.</li> <li>○ ODE guidance updates for Special Education. Example from March 11, 2020.</li> <li>○ 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’.</li> <li>○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● The District has outstanding programs to support high-risk populations. Case managers will be working closely with the building principals, Special Education Director and nurses to support these students' individual needs.</li> <li>● The District has accounted for all students who have health conditions that require additional nursing services. Building Special Education Case Managers and SIT teams will collaborate with District Nurses to review the individual medical needs of students and make appropriate plans to support their accessing their education prior to the on-site or hybrid instruction for the 2020-21 school year.</li> </ul>

Responsibilities, outlines authority and responsibilities for school exclusion.

### 1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation.</li> <li><input type="checkbox"/> Support physical distancing in all daily activities and instruction, striving to maintain at least six feet between individuals.</li> <li><input type="checkbox"/> Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.</li> <li><input type="checkbox"/> Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).</li> <li><input type="checkbox"/> Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.</li> </ul>	

### 1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff.               <ul style="list-style-type: none"> <li>• The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.</li> </ul> </li> <li><input type="checkbox"/> Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li><input type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.</li> <li><input type="checkbox"/> Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.</li> <li><input type="checkbox"/> Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers.</li> <li><input type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.</li> </ul>	<ul style="list-style-type: none"> <li>• In the event that we are unable to provide on site instruction to a full enrollment given the social distancing requirements, we will assign students to stable cohort groups with a rotating schedule that provides equity for all students. Middle school teachers will rotate through cohort groups to the maximum extent possible.. A priority may be given to grades k-5 for an everyday schedule.</li> <li>• In the event that we are unable to provide on site instruction to a full enrollment given the social distancing requirements, we will assign students to stable cohort groups with a rotating schedule that provides equity for all students.</li> <li>• Teachers will schedule and monitor student restroom breaks to limit the interaction between cohort groups. Additional cleaning will be maintained throughout the school day.</li> <li>• Students will be assigned to cohort groups based on their homeroom assignment. Student assignment to classrooms will be no different during this time than a regular school year. Students are intermixed regardless of their academic, behavioral, socio-economic, ELL status, race or gender. The building administrator will review cohort assignments to assure equity of all classes</li> <li>• Following ODE, OHA and CDC guidance, the District maintenance staff have created a cleaning protocol. The protocol covers sections for; facility Cleaning and Disinfecting, Cleaning if Someone is Sick, Cleaning and Disinfecting of Outdoor Areas, Electronics, and Cleaning Schedules for Schools. Each school will have a checklist for signature each day.</li> <li>• As part of the training materials, all staff who interact with multiple cohorts must wash/sanitize their hands between interactions with different stable cohorts.</li> </ul>

### 1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop a letter or communication to staff to be shared at the start of on-site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.</li> </ul>	<ul style="list-style-type: none"> <li>• A letter outlining the instructional model, the rationale and vision behind it and specific infection control measures will be shared with all families in their native language through print and electronically when available.</li> </ul>

<ul style="list-style-type: none"> <li>● Consider sharing school protocols themselves.</li> </ul> <input type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. <ul style="list-style-type: none"> <li>● Consult with your LPHA on what meets the definition of “close contact.”</li> </ul> <input type="checkbox"/> Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. <input type="checkbox"/> Provide all information in languages and formats accessible to the school community.	<ul style="list-style-type: none"> <li>● Additional communication regarding protocols will be shared with families and staff in August prior to the start of on-site instruction.</li> <li>● Updated communication will be shared with families at least monthly or as updated information is available throughout the school year.</li> <li>● Protocol: The District COVID Team will utilize NSSD Outbreak Response flow chart to execute the necessary communications in a timely manner in consultation and directed by the LHA.</li> <li>● Any communication sent to stakeholder groups will be sent from the District or Building level using translatable Blackboard Messaging System (SMORE). All individual communications will be translated when necessary through District Translation services.</li> </ul>
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### 1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> <li>● Primary symptoms of concern: cough, fever or chills, shortness of breath, or difficulty breathing.</li> <li>● Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19, but are not enough in isolation to deny entry. More information about COVID-19 symptoms is available <a href="#">from CDC</a>.</li> <li>● Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> <li>○ Trouble breathing</li> <li>○ Persistent pain or pressure in the chest</li> <li>○ New confusion or inability to awaken</li> <li>○ Bluish lips or face</li> <li>○ Other severe symptoms</li> </ul> </li> </ul> <input type="checkbox"/> Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. <ul style="list-style-type: none"> <li>● Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <b>Ready Schools, Safe Learners</b> guidance) and sent home as soon as possible.</li> <li>● They must remain home until 72 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving.</li> </ul> <input type="checkbox"/> Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days. <input type="checkbox"/> Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. <input type="checkbox"/> Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	<ul style="list-style-type: none"> <li>● The District will provide training documents that include protocols for screening staff. Anyone identified or reporting primary symptoms while on campus will follow the isolation protocols. Any staff member self report will be monitored by nursing staff and HR for reentry.</li> <li>● Screening Staff: <ul style="list-style-type: none"> <li>○ Staff are required to report when they may have been exposed to COVID-19.</li> <li>○ Staff are required to report when they have symptoms related to COVID-19.</li> <li>○ Staff members are not responsible for screening other staff members for symptoms.</li> </ul> </li> <li>● Arrival and Entry: <ul style="list-style-type: none"> <li>○ Each student will be assigned an entrance point (i.e., a specific door) to the school building.</li> <li>○ They will go directly to their first content cohort (i.e., the students in their first period class) through their assigned entry door.</li> <li>○ Staff will be present at each entry point to visually screen students for symptoms.</li> <li>○ Breakfast will be in the classroom</li> </ul> </li> <li>● Screening Students Upon Entry <ul style="list-style-type: none"> <li>○ Staff will be assigned to each entry door to visually screen.</li> <li>○ When the screening indicates that a student may be symptomatic, the student is directed to the isolation room and the office notified.</li> </ul> </li> <li>● 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.</li> <li>● There are transportation specific screening protocols that must be followed. See section 2i for more information.</li> </ul>

### 1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Restrict non-essential visitors. Only allow visitors if six feet of physical distance between all people can be maintained. <input type="checkbox"/> Visitors must wash or sanitize their hands upon entry and exit.	<ul style="list-style-type: none"> <li>● Visitors and Volunteers will be unable to work in schools or complete other volunteer activities that require in person</li> </ul>

- Visitors must wear face coverings in accordance with local public health authority and [CDC](#) guidelines.
- Screen all visitors for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.

- interaction during school hours. Adults in schools will be limited to essential personnel only.
- When allowed Visitors will sign a written acknowledgement that they are symptom free and not been exposed to COVID-19 within the preceding 14 calendar days. Visitors will have to wash or sanitize their hands upon entry and wear face coverings.

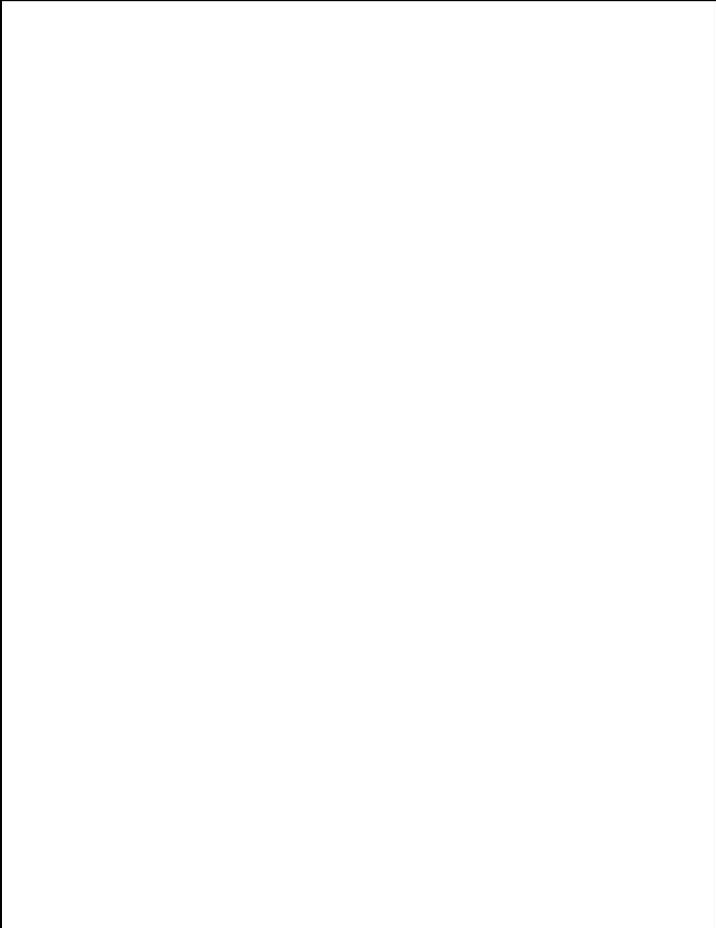
### 1h. FACE COVERINGS, FACE SHIELDS, AND CLEAR PLASTIC BARRIERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Face coverings or face shields for:               <ul style="list-style-type: none"> <li>• Staff who are regularly within six feet of students and/or staff                   <ul style="list-style-type: none"> <li>○ This can include staff who support personal care, feeding, or instruction requiring direct physical contact.</li> <li>○ Staff who will sustain close contact and interactions with students.</li> </ul> </li> <li>• Bus drivers.</li> <li>• Staff preparing and/or serving meals.</li> </ul> </li> <li><input type="checkbox"/> Face shields or clear plastic barriers for:               <ul style="list-style-type: none"> <li>• Speech Language Pathologists, Speech Language Pathology Assistants, or other adults providing articulation therapy.</li> <li>• Front office staff.</li> </ul> </li> <li><input type="checkbox"/> Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role.</li> <li><input type="checkbox"/> <b>Students who choose not to wear face coverings must be provided access to instruction.</b></li> <li><input type="checkbox"/> <b>ADA accommodations:</b> If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.</li> </ul>	<ul style="list-style-type: none"> <li>• The District will provide face coverings or face shields for: SLP, LS, SLP, Kitchen Staff. Plastic dividers will be built and provided in all school offices.</li> <li>• District nurses will be provided masks. They will also be fit tested and provided N95 protection along with face shields.</li> <li>• The District will follow version 3 guidance. All students are required to wear masks with exceptions noted in guidance.</li> <li>• District Human Resources Department will enter and interactive process with any staff member that meets this criteria.</li> </ul>

### 1i. ISOLATION MEASURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Protocols for surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols 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.</li> <li><input type="checkbox"/> Protocols for assessment of students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day.               <ul style="list-style-type: none"> <li>• Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated.</li> <li>• Consider required physical arrangements to reduce risk of disease transmission.</li> <li>• Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.</li> </ul> </li> <li><input type="checkbox"/> Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.</li> <li><input type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</li> </ul>	<ul style="list-style-type: none"> <li>• The District Nurses, Safety and Security and Building Principals have partnered with building principals to identify appropriate isolation areas. Isolation space was selected to assure that they provide for space for a student to rest. Students will be supervised while waiting to be picked up.</li> <li>• Symptomatic students will remain at school until a designated adult can pick them up.</li> <li>• Staff will be assigned to supervise students who are symptomatic, and will need to maintain at least six feet of distance and wear facial coverings.</li> <li>• Secondary isolation areas may be identified if/as needed.</li> <li>• Logs must be maintained for every student who enters the isolation room, regardless of whether they are treated or sent home. Logs will include:               <ul style="list-style-type: none"> <li>○ Name of student</li> <li>○ Reported symptoms/reason for health room visit</li> <li>○ Action taken</li> </ul> </li> <li>• The District will include stay at home expectations to staff and families. The District Nurses will monitor any staff or student sent home to ensure they follow the ODE and OHA guidance and record all information in logs. .</li> </ul>

- Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms.
  - Symptomatic staff or students should seek COVID-19 testing from their regular physician or through the local public health authority.
  - If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
    - Alternatively, a person who had a positive viral test may return to school when they have received two subsequent negative COVID-19 viral tests at least 24 hours apart and 72 hours have passed since fever is gone, without use of fever reducing medicine, and other symptoms are improving
  - If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
  - If they do not undergo COVID-19 testing, the person should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
- Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).
- Record and monitor the students and staff being isolated or sent home for the LPHA review.



## 2. Facilities and School Operations

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

### 2a. ENROLLMENT

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Enroll all students following the standard Oregon Department of Education guidelines.</li> <li><input type="checkbox"/> Do not disenroll students for non-attendance if they meet the following conditions:               <ul style="list-style-type: none"> <li>● Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or</li> <li>● Have COVID-19 symptoms for 10 consecutive school days or longer.</li> </ul> </li> <li><input type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.</li> </ul>	<ul style="list-style-type: none"> <li>● Spring Registration was completed by all K-8 Buildings at the end of the 2019-20 school year. Stayton High School is preparing for online registration to be started by August 10, 2020.</li> <li>● District Nurses have identified all high-risk or vulnerable populations and will work with Case Managers, Building Principals and Student Intervention Teams to support and accommodate vulnerable students.</li> <li>● Students who do not attend in-person learning (when available) will be contacted by building attendance teams. Each team will work with the family to identify potential solutions to accommodate their needs. The District will be offering a Virtual School platform for all students who do not want to attend in-person school. Students who fail to show for 10 days of instruction consecutively, will be advised of this option.</li> </ul>

2b. ATTENDANCE

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> <b>On-Site school students:</b> Full-time and part-time students follow normal reporting policy and procedures.</p> <p><input type="checkbox"/> <b>Full-Time Online and/or Hybrid school students:</b> Full-time students who are enrolled in school and taking online and/or hybrid courses only are reported on an FTE basis using a standard record (ADMProgTypCd = 01) as identified in the Oregon Cumulative Average Daily Membership (ADM) Manual. This is an existing policy previously used in the online setting. As such, there should not be any need to reprogram student information systems to accommodate for this change and the addition of the hybrid setting.</p> <ul style="list-style-type: none"> <li>● Note: Because the students in the online and/or hybrid setting do not regularly attend classes at the district facilities, the standard procedures for recording student days present and days absent cannot be effectively applied to those students. This will reduce accuracy of attendance data for the state while this is in effect.</li> <li>● For the purposes of this section, please use the following definition and clarification: <b>Online and/or Hybrid Check-in:</b> The responsibility of taking attendance must be performed by the teacher of record. "Check-ins" with appropriately licensed instructional staff are two-way communications between the student and the teacher. A check-in does not include a student leaving a message on an answering machine or sending an email that does not receive a response from the appropriately licensed instructional staff by the end of the next school day.</li> <li>● The student must check-in <b>at least</b> twice a week with their teacher(s) of record on <b>at least</b> two separate weekdays in order to be counted as present for all five days of that week.</li> <li>● If the student only checks in once during the week, the student must be counted as absent for half of the scheduled week (2.5 days, if there are 5 days scheduled in the week).</li> <li>● The student must be counted as absent for the entire week (5 days, if there are 5 days scheduled in the week) if they do not report in at all during the week.</li> <li>● Note: If a district schedule is based on a 4-day school week, the student would still need to check in twice a week as described above in order to be counted as present for the entire week (4 days) and once a week to be counted as present for half of the week (2 days).</li> <li>● Days in attendance may not be claimed for days in which the student did not have access to appropriately licensed instructional staff. The purpose of the rule regarding checking in with the teacher of record is to assure that the teacher can evaluate whether the student is making adequate progress in the course and the student has additional guaranteed opportunities to engage with a teacher. The responsibility of taking attendance must be performed by the teacher of record, not another staff member (e.g., the registrar or school secretary).</li> </ul> <p><input type="checkbox"/> <b>Part-time students receiving online and/or hybrid instruction (not college courses):</b> Students who are not enrolled full-time and are taking online and/or hybrid courses offered by the school district or charter school are reported as large group instruction (program type 4), unless they are an ESD-registered homeschooled or private school student receiving supplemental coursework in public school, which are reported as shared time (program type 9). The district may count up to 1 hour per day per course taken, provided appropriately licensed teachers for the coursework taken, are available and accessible to the student during regular business hours on each</p>	<ul style="list-style-type: none"> <li>● North Santiam School District (NSSD) believes what is most important at this time is our collective effort to support active engagement and provide resources to meet students and families experiencing challenges with staying connected. NSSD staff have prepared meaningful Teacher Facilitated instructional activities in our Hybrid and Comprehensive Distance Learning models. The best learning and emotional support will occur for our students when they attend scheduled interactions with their teacher(s) and/or educational assistants to the maximum extent possible.</li> <li>● NSSD Hybrid and Comprehensive Distance Learning model will involve online interactions with teacher(s) and/or educational assistant(s). When appropriate support and supplemental written materials will be provided to students to support student learning.</li> <li>● Students engaged in the Hybrid and CDL models are having meaningful engagement with the teacher beyond just turning in supplemental written materials or assignments to be marked as attending.</li> <li>● In Grades K-5: Attendance will be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning).</li> <li>● In Grades 6-12: Attendance will 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).</li> <li>● Attendance includes both participation in class activities and interaction with a licensed or registered teacher during a school day or interactions with educational assistants and paraprofessionals through teacher designed and facilitated processes.</li> <li>● Interaction can be evidenced by any of the following or reasonable equivalents:             <ul style="list-style-type: none"> <li>○ Participating in a video class;</li> <li>○ Communication from the student to the teacher via chat, communication app, text message or email;</li> <li>○ A phone call between the teacher or educational assistants and the student, or, for younger students, with the parent;</li> <li>○ Posting completed coursework to a learning management system or web-based platform or via email; or</li> <li>○ Turning in completed coursework on a given day.</li> </ul> </li> <li>● When there is no evidence of student interaction during a 24-hour period surrounding a scheduled school day as described, students are reported as absent.</li> </ul>

school day to be claimed. Because this is online and/or hybrid instruction, attendance is based on check-ins with the student's appropriately licensed teacher(s) of record at least two times (on different days) during the school week.

### 2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Update procedures for district-owned devices to match cleaning requirements (see section 2d of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li><input type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.</li> </ul>	<ul style="list-style-type: none"> <li>● All students will be assigned a district-owned device for use in all instructional models. Students will have the option to take the device home in grade 6-12 during hybrid instruction. Student chromebook will remain at school for K-5 on-site learning.</li> <li>● Deployment of district-provided hotspots will be provided to ensure adequate internet access for all families.</li> <li>● Additional devices will be accessible for in-building use for students with broken devices or devices left at home.</li> <li>● School devices will be cleaned and sanitized between each use if shared.</li> </ul>

### 2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Handwashing:</b> All people on campus should be advised and encouraged to wash their hands frequently.</li> <li><input type="checkbox"/> <b>Equipment:</b> Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.</li> <li><input type="checkbox"/> <b>Events:</b> 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.</li> <li><input type="checkbox"/> <b>Transitions/Hallways:</b> Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.</li> <li><input type="checkbox"/> <b>Personal Property:</b> Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Handwashing:</b> Students will in the morning, before and after each recess abd before and after lunch</li> <li>● <b>Equipment:</b> Classroom equipment will be assigned to each classroom and sanitized between cohorts.</li> <li>● <b>Events :</b> Events will be cancelled until the state lifts restrictions.</li> <li>● <b>Transitions/Hallways:</b> Hallways will be marked with arrows indicating walkway patterns. Transitions will be staggered starts.</li> <li>● <b>Personal Property:</b> Each student will have their own labeled tub to store their materials and personal property.</li> </ul>

### 2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.</li> <li><input type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times.</li> <li><input type="checkbox"/> Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li><input type="checkbox"/> Develop sign-in/sign-out protocol to help facilitate contact tracing: <ul style="list-style-type: none"> <li>● Eliminate shared pen and paper sign-in/sign-out sheets.</li> <li>● Ensure hand sanitizer is available if signing children in or out on an electronic device.</li> </ul> </li> <li><input type="checkbox"/> Install hand sanitizer dispensers near all entry doors and other high-traffic areas.</li> <li><input type="checkbox"/> Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Arrival and Entry</b> <ul style="list-style-type: none"> <li>○ Each student will be assigned an entrance point (i.e., a specific door) to the school building.</li> <li>○ Upon entry, students will go directly to their first content cohort (i.e., the students in their first period class).</li> <li>○ Staff will be present at each entry point to visually screen students for symptoms and track cohort data.</li> <li>○ Students identified as potentially symptomatic will be directed to the office. *follow plan outlined in 1a.</li> <li>○ Breakfast in the classroom starts at 7:45 AM until school starts. (Students must wash hands before breakfast.)</li> </ul> </li> <li>● <b>Sign-In / Sign-Out Procedures</b> <ul style="list-style-type: none"> <li>○ Students entering or leaving the building at times other than arrival or dismissal will use the main building entrance.</li> <li>○ Arrivals will be greeted at the door by a staff member to reduce office traffic.</li> <li>○ All sign-in/sign-out tracking will be handled by office staff to reduce sharing of pen/paper.</li> </ul> </li> <li>● The District will build and maintain all sign-in/sign-out contact tracing logs. Classroom teachers will maintain their logs for their respective cohort or class period. Attendance taking in the Student Information System will be utilized to track student cohorts.</li> </ul>

- The maintenance staff has conducted school inventories and installed additional Hand Sanitizer Dispensers in key entry points through the building.

**2f. CLASSROOMS/REPURPOSED LEARNING SPACES**

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Seating:</b> Rearrange student desks and other seat spaces to at least six feet apart; assign seating so students are in the same seat at all times.</li> <li><input type="checkbox"/> <b>Materials:</b> 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.</li> <li><input type="checkbox"/> <b>Handwashing:</b> Remind students through signage and regular reminders from staff of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of and hands washed or sanitized immediately.               <ul style="list-style-type: none"> <li>• Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Seating:</b> Each classroom will designate a seating chart/arrangement that allows for 6 ft distance. Each classroom will establish and mark traffic flow to promote 6ft distance. Each class and hallway will have visual aids (e.g., painter’s tape, stickers, etc.) to illustrate the traffic flow, appropriate spacing, and assigned seating areas.</li> <li>• <b>Materials:</b> Students will keep their own set of materials at their desk or learning areas. All classes will use an assigned cubby or storage spaces for individual student belongings. These supplies will include hand sanitizer and disinfectant wipes.</li> <li>• <b>Handwashing:</b> Handwashing will be scheduled. Age appropriate signage for proper hand washing will be posted in every classroom and restroom and common areas. (Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol)</li> <li>• <b>Furniture:</b> All upholstered furniture and soft seating has been removed from the school building.</li> <li>• <b>Environment:</b> When possible, windows will be open in the classroom before students arrive and after students leave. Each classroom will hold classes outside when possible and encourage students to spread out.</li> </ul>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority’s <a href="#">Specific Guidance for Outdoor Recreation Organizations</a>).</li> <li><input type="checkbox"/> Students must wash hands before and after using playground equipment.</li> <li><input type="checkbox"/> Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect between sessions and between each group’s use.</li> <li><input type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements.</li> <li><input type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).</li> <li><input type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts.</li> <li><input type="checkbox"/> Clean all outdoor equipment between cohorts.</li> </ul>	<ul style="list-style-type: none"> <li>• All Playgrounds will be closed to the public and signage posted.</li> <li>• Students must wash hands before and after using playground equipment. Playground(s) will remain closed until parks within the Sublimity community have reopened for public use.</li> <li>• Classes will use the playground for recess on a staggered schedule throughout the school day.</li> <li>• All playground equipment will be disinfected daily and in between each cohort group.</li> <li>• Students must wash hands before and after using playground equipment.</li> <li>• Until the playground is open, classes may use the gymnasium for recess if/when available. If the gymnasium is not available, students can have recess in their classroom.</li> <li>• Recess activities will be planned to support physical distancing and maintain stable cohorts. This can include limiting the number of students on one piece of equipment, at one game, etc.</li> <li>• Given the lessened capacity for equipment use due to cohorting and physical distancing requirements, teachers will need to set expectations for shared use of equipment by students and may need to support students with schedules for when specific equipment can be used.</li> <li>• Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect between sessions and between each group’s use.</li> <li>• Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance).</li> </ul>

**2h. MEAL SERVICE/NUTRITION**

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Include meal services/nutrition staff in planning for school reentry.</li> </ul>	<ul style="list-style-type: none"> <li>• The District has had multiple planning meetings to implement ODE, 52 OHA guidance regarding meal service and nutrition.</li> </ul>

- Staff serving meals must wear face shields or face covering (see section 1h of the **Ready Schools, Safe Learners** guidance).
- Students must wash hands before meals and should be encouraged to do so after.
- Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed.
- Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.
- Adequate cleaning of tables between meal periods.

- The District Food Service Director has worked with each building principal to develop meal service and nutrition plans.
- Students will be served breakfast and lunch in classrooms and/or eat with cohort groups.
- All students must wash hands prior to meals or use hand sanitizer. Students will pick up food in the cafeteria and return to their classrooms to eat. Physical distancing requirements will be maintained in transit.
- If a classroom is unable to travel to the cafeteria, cafeteria staff will deliver meals to that classroom.
- Students will not share utensils or other items during meals.
- The Cafeteria touch-points will be cleaned between stable cohorts, including tables if students are present.
- Daily cleaning logs have been created and will be monitored by the District Food Service Director.

## 2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service.</li> <li><input type="checkbox"/> Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing.               <ul style="list-style-type: none"> <li>• If a student displays symptoms, provide a face shield or face covering and keep student at least six feet away from others. Continue transporting the student.                   <ul style="list-style-type: none"> <li>○ If arriving at school, notify staff to begin isolation measures.</li> <li>○ If transporting for dismissal and the student displays an onset of symptoms, notify the school.</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.</li> <li><input type="checkbox"/> Drivers wear face shields or face coverings.</li> <li><input type="checkbox"/> Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).</li> </ul>	<ul style="list-style-type: none"> <li>• The District has had multiple planning meetings to implement ODE, OHA guidance regarding transportation.</li> <li>• The District has worked with the transportation department to develop district level routes, training, and updates.</li> <li>• Route times may differ slightly from prior year to accommodate social distancing and staggered arrival times.</li> <li>• Parents are encouraged to provide family transportation if possible to limit an additional cohort group for their children.</li> <li>• Bus routes will be adjusted to support cohorting students and physical distancing, including:               <ul style="list-style-type: none"> <li>○ three feet of physical distance between passengers</li> <li>○ six feet of physical distance between the drive and passengers (except during boardAll bus drivers will keep daily student logs (See Section 1a)</li> </ul> </li> <li>• The School Nurse will support the training for bus drivers to maintain logs.</li> <li>• All drivers will wear face shields or the equivalent.</li> <li>• Buses will be cleaned and wiped down between each route daily.</li> <li>• If a student displays symptoms, provide a face shield or face covering and keep the student at least 6 feet away from others. Continue transporting the student.               <ul style="list-style-type: none"> <li>• If arriving at school, notify staff to begin isolation protocols.</li> <li>• If transporting for dismissal and the student displays an onset of symptoms, notify the school.</li> </ul> </li> </ul>

## 2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (<a href="#">CDC guidance</a>) environments, including classrooms, cafeteria settings, restrooms, and playgrounds.</li> <li><input type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.</li> <li><input type="checkbox"/> Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. For example, do not use fans if doors and windows are closed and the fans are recirculating the classroom air.</li> </ul>	<ul style="list-style-type: none"> <li>• Following ODE, OHA and CDC guidance, the District maintenance staff have created a cleaning protocol.</li> <li>• The protocol covers sections for; facility Cleaning and Disinfecting, Cleaning if Someone is Sick, Cleaning and Disinfecting of Outdoor Areas, Electronics, and Cleaning Schedules for Schools Specific times are specified to clean high touch surfaces and areas.</li> <li>• Each school will have a checklist for signature each day. Day shift Custodial duties will be modified to prioritize for cleaning between cohort activities.</li> <li>• Additional training will be provided to Custodial Staff to refresh/familiarize with disinfectants. Logs will be used for tracking room cleaning.</li> <li>• Ventilation will be modified where possible to increase outside air. Fans will not be used in rooms where there are no operable windows. All ventilation systems will be checked on a weekly basis.</li> <li>• Where possible, we will increase outside air into the ventilation systems.</li> </ul>

- Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.
- Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see [CDC's guidance on disinfecting public spaces](#)).
- Air circulation and filtration are helpful factors in reducing airborne viruses. Consider modification or enhancement of building ventilation where feasible (see [CDC's guidance on ventilation and filtration](#) and [American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance](#)).

- All air filters throughout the district have been replaced and will be monitored monthly. Ventilation will be modified where possible to increase outside air.

## 2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs.</li> <li><input type="checkbox"/> Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).</li> <li><input type="checkbox"/> Prioritize immunizations and other needed health services for students, including behavioral health and reproductive health services.</li> </ul>	<ul style="list-style-type: none"> <li>• The Health Services are essential to ensuring the safety of students and staff. Health Services staff play an essential role on the District COVID Team. The execution of the Districts Communicable Disease Plan will be vital to the safety of our students and staff. Responding to students and staff that are directed to isolation rooms, partnering with buildings to support our medically fragile students, training staff and being in direct communication with LPHA will be critical.</li> <li>• Nursing is part of the district-wide team for creating and monitoring the plan.</li> <li>• School Nurses work in conjunction with building Office Managers to monitor compliance with immunizations and other health services for students.</li> </ul>



## 3. Response to Outbreak

### 3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.</li> <li><input type="checkbox"/> Establish a specific emergency response framework with key stakeholders.</li> <li><input type="checkbox"/> When new cases are identified in the school setting, and the incidence is low, the LPHA will provide a direct report to the district nurse, or designated staff, on the diagnosed case(s). Likewise, the LPHA will impose restrictions on contacts.</li> </ul>	<ul style="list-style-type: none"> <li>• The District has made contact with the LPHA to establish communication channels. Our current Communicable Disease Plan identifies an emergency response framework (attached to the District Operational Blueprint) and the reporting of novel viruses to a district nurse.</li> </ul>

### 3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Follow the district's or school's outbreak response protocol. Coordinate with the LPHA for any outbreak response.</li> <li><input type="checkbox"/> If anyone who has been on campus is known to have been diagnosed with COVID-19, report the case to and consult with the LPHA regarding cleaning and possible classroom or program closure.</li> <li><input type="checkbox"/> Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students.</li> <li><input type="checkbox"/> When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district.</li> <li><input type="checkbox"/> Modify, postpone, or cancel large school events as coordinated with the LPHA.</li> <li><input type="checkbox"/> If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students.</li> </ul>	<ul style="list-style-type: none"> <li>• The District has established a Response to Outbreak flowchart to efficiently respond to an outbreak.</li> <li>• A District nurse will be responsible for reporting any cases to the LPHA and the District COVID Team (Superintendent, Human Resource, Associate Superintendent, Nurses, Safety and Security) will work collaboratively to respond to any guidance/direction of the LPHA.</li> <li>• The District has consulted with each building to implement Short-Term Distance Learning and Comprehensive Distance Learning Models. Short-Term Distance Learning will mirror Comprehensive Distance Learning Models.</li> <li>• The District COVID Team will assemble to consider when cases are identified in the local region.</li> </ul>

- Continue to provide meals for students.
- Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families.

- The District will follow ODE and OHA guidance on when it is safe to reenter on-site / hybrid instruction and provide this communication two weeks before reentry.

### 3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Plan instructional models that support all learners in Comprehensive Distance Learning.</li> <li><input type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow <a href="#">CDC guidance</a> for classrooms, cafeteria settings, restrooms, and playgrounds.</li> <li><input type="checkbox"/> Communicate with families about options and efforts to support returning to On-Site instruction.</li> <li><input type="checkbox"/> Follow the LPHA guidance to begin bringing students back into On-Site instruction.               <ul style="list-style-type: none"> <li>• Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The District will be starting the 2020-21 school year in Comprehensive Distance Learning. When we are able to return to a hybrid model and have an outbreak, the District will be prepared to transition back to Comprehensive Distance Learning.</li> <li>• All District buildings will be cleaned following CDC guidance (attached to the District Operational Blueprint) and consultation will occur with the LPHA to ensure the district can safely return to on-site instruction in compliance with ODE metrics.</li> </ul>



## 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.*

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

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



## 4. Equity



## 5. Instruction



## 6. Family and Community Engagement



## 7. Mental, Social, and Emotional Health



## 8. Staffing and Personnel

### Assurance Compliance and Timeline

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

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



## OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Under ODE’s **Ready Schools, Safe Learners** guidance, each school<sup>1</sup> has been directed to submit a plan to the district<sup>2</sup> 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,<sup>3</sup> parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	North Santiam School District Building: Mari-Linn Elementary School
Key Contact Person for this Plan	District: Dave Bolin Building: Jeri Harbison
Phone Number of this Person	District: Dave Bolin 541-990-3403 Building: Jeri Harbison 503-859-2154
Email Address of this Person	District: <a href="mailto:david.bolin@nsantiam.k12.or.us">david.bolin@nsantiam.k12.or.us</a> Building: <a href="mailto:jeri.haribison@nsantiam.k12.or.us">jeri.haribison@nsantiam.k12.or.us</a>
Sectors and position titles of those who informed the plan	Superintendent, Assistant Superintendent, Nurses, HR Director, Safety and Security Director, Food Service Director, Maintenance Director.
Local public health office(s) or officers(s)	Linn County: Neva Anderson, 541-967-3888 <a href="mailto:nanderson@co.linn.or.us">nanderson@co.linn.or.us</a> Marion County: 503-588-5352 <a href="mailto:readyschoolsreentry@co.marion.or.us">readyschoolsreentry@co.marion.or.us</a>

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Gary Rychard, Director of Safety and Security will oversee District Requirements. All building principals will be responsible on-site.
Intended Effective Dates for this Plan	September 14, 2020
ESD Region	Willamette Education Service District

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

During the summer months several communications and input surveys were sent to all district stakeholders. Stakeholders were asked to respond to draft documents for reopening and provided guidance on what was most important for us to consider to reopen school safely.

A parent focus group was utilized to review drafted plans prior to the submission to the School Board and LPHA. An open School Board meeting was held on August 11, for public comment.

3. Indicate which instructional model will be used. This does not apply if you are an online school or virtual public charter school and had a virtual online instructional model already in place pre-COVID-19.

Select One:

On-Site Learning     Hybrid Learning     Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-14 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

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

## REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

All Buildings in the North Santiam School District are following ODE & OHA guidance and will provide Comprehensive Distance Learning due to high case rates in both Linn and Marion County.

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

The District is finalizing plans to be compliant with the Comprehensive Distance Learning Guidance. This section will be updated as building plans are finalized.

In Comprehensive Distance Learning Students will have multiple virtual interactions with their teachers on a daily basis. The learning day will consist of 50% teacher-facilitated instruction and 50% applied learning. Teacher facilitated learning are experiences planned and guided by a licensed teacher. These may be accomplished by live instruction, videos, two-way communication, small group breakouts or individual appointments. Applied learning experiences allow for students to apply knowledge and skills that extend from the teacher-facilitated learning. Students have access to instructional support during applied learning activities, provided by educational assistants, teachers, and/or related service providers.

The total instruction time will be equivalent to in-person instructional time. Direct teacher-facilitated opportunities will be provided daily and may include full group instruction, peer interaction, two-way communication, small group breakouts, or individual office hours. Students will receive 3-4 hours of teacher-facilitated interactions daily (depending on age and subject), 2-3 hours of independent learning and

All K-5 students will have one certified NSSD district teacher that will work in collaboration with Music and Physical Education teachers. All 6-12 students will work with multiple certified NSSD district teachers.

All students who qualify will receive special program support synchronously to the maximum extent possible. Our underserved student may additionally work with Instructional Assistants to receive services and supports. (Title I, English Language Development, Special Education, Talented and Gifted, 504)

**Building Specific Plans:** During CDL the daily schedule will be close to a regular in session school day, beginning at 8:30 and ending at 1:30 for K-5 and beginning at 8:30 ending at 2:30 for 6-8. The schedule includes a 45 minute lunch and rest period for all grades at 11:15. The schedule includes learning support time at all levels for Special Education, Title, 504 and TAG services. Specialists will co-plan with general education teachers to ensure that all IEP services are provided to students at an appropriate level. All students will participate in a minimum of 50% synchronous and 50% asynchronous PE period. All students will begin each day with a check-in for social emotional well being with a Homeroom teacher. There is a 15 minute break included each morning and a 5 minute transition time in between classes. Lessons will be designed to include a minimum of 50% synchronous and asynchronous learning to take place. Students will have a minimum of one teacher contact per day. Attendance for grades K-5 will be taken twice a day. Attendance for 6-8 will be taken in each subject area. Our schedule allows for team level common prep periods and PLC time before and after the instructional day.

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

The District is prepared to return to our on-site instructional plan for K-5 students and hybrid plan for 6-12 students when it's permissible by ODE and OHA guidance.

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

# ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

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



## 0. Community Health Metrics

### METRICS FOR ON-SITE OR HYBRID INSTRUCTION

- The school currently meets the required metrics to successfully reopen for in-person instruction in an On-Site or Hybrid model. *If this box cannot yet be checked, the school must return to Comprehensive Distance Learning but may be able to provide some in-person instruction through the exceptions noted below.*

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

- The school currently meets the exceptions required to provide in-person education for students in grades K-3 (see section 0d(1) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required to provide limited in-person instruction for specific groups of students (see section 0d(2) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required for remote or rural schools in larger population counties to provide in-person instruction (see section 0d(3) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required for smaller population counties to provide in-person instruction (see section 0d(4) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required for schools in low population density counties (see section 0d(5) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required for small districts to provide in-person instruction (see section 0d(6) of the **Ready Schools, Safe Learners** guidance).



## 1. Public Health Protocols

### 1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Implement measures to limit the spreads of COVID-19 within the school setting.</li> <li><input type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.</li> <li><input type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Process and procedures to train all staff in sections 1 - 3 of the <b>Ready Schools, Safe Learners</b> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained.</li> <li><input type="checkbox"/> Protocol to notify the local public health authority (<a href="#">LPHA Directory by County</a>) of any confirmed COVID-19 cases among students or staff.</li> <li><input type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.</li> <li><input type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students.</li> </ul>	<ul style="list-style-type: none"> <li>• The North Santiam School District (NSSD) executed the development of Building Blueprints from a team approach. Sections 1-3 of the Blueprints were broken apart by the individual requirement and assigned to buildings and/or appropriate department directors. This approach was taken to provide consistency across the district and allow building the individual needed to meet all guidance requirements.</li> <li>• The District has two part time nurses, Denise Cardinali and Michelle Young who accessed resources provided through Oregon School Nurse Association and National School Nurses Association to develop the Communicable Disease Management Plan. Gary Rychard, Safety and Security, Debi Brazelton, Director of Human Resources and Lisa Spencer, Human Resources Specialist, also contributed components to the plan. Dr. Jan Olson, District Nurse, Molalla School District and Amber Tinney, ADN, RN, Santiam Canyon School District also collaborated in developing the plan for their respective districts.</li> <li>• The District has a written Communicable Disease Management Plan that specifically addresses the prevention and spread of COVID-19.</li> <li>• The Human Resources Departments will add a training component to Safe Schools Online Platform to provide virtual training. HR will</li> </ul>

- Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner.
- Protocol for screening students and staff for symptoms (see section 1f of the **Ready Schools, Safe Learners** guidance).
- Protocol to isolate any ill or exposed persons from physical contact with others.
- Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the **Ready Schools, Safe Learners** guidance).
- Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official.
  - If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the **Ready Schools, Safe Learners** guidance), the daily log may be maintained for the cohort.
  - If a student(s) is not part of a stable cohort, then an individual student log must be maintained.
- Required components of individual daily student/cohort logs include:
  - Child's name
  - Drop off/pick up time
  - Parent/guardian name and emergency contact information
  - All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student
- Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.
- Process to ensure that 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.
- Protocol to respond to potential outbreaks (see section 3 of the **Ready Schools, Safe Learners** guidance).

- follow up with regular reminders and take suggestions for change as provided from staff.
- All reports of cases will be reported to the District Nurses and Building Principal. Building Principal will notify any member to the District COVID Team: (Andy Gardner, District Superintendent, Safety Officer, Debi, Brazelton, Human Resources, Dave Bolin, Associate Superintendent. The District Nurses will follow the flow chart in the Communicable Disease Plan in contacting and working with the LPHA. Contact information is stored in the shared drive on the Master District Operational Blueprint.
- The District Maintenance staff have developed cleaning protocols and schedules for each building using CDC guidance. They are attached to the District Operational Blueprint.
- Protocol: The District will create a shared drive to include logs for contact tracing for each building. District Nurses will have access to provide these to the LPHA.
- Protocol: All building entry points will have a trained staff member to screen students. Students will be asked to pause, look at the adult, then enter the building. Staff will be asked to self report. Any student identified for symptoms will be directed to the isolation room and the office will be contacted to notify the District nurses.
- Protocol: All buildings will designate one isolation area with associated markings.
- All reports of cases will be reported to the District Nurses and Building Principal. Building Principal will notify any member to the District COVID Team: (Andy Gardner, District Superintendent, Safety Officer, Debi, Brazelton, Human Resources, Dave Bolin, Associate Superintendent. The District Team will execute communication protocols in section 1e.
- See Section 3 for protocols for respond to potential outbreaks

### 1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p><b>Medically Fragile, Complex and Nursing-Dependent Student Requirements</b></p> <p><input type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (<a href="#">ORS 336.201</a>) defines three levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> <li>1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.</li> <li>2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.</li> <li>3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.</li> </ol> <p><input type="checkbox"/> Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:</p>	<ul style="list-style-type: none"> <li>● The District has outstanding programs to support high-risk populations. Case managers will be working closely with the building principals, Special Education Director and nurses to support these students' individual needs.</li> <li>● The District has accounted for all students who have health conditions that require additional nursing services. Building Special Education Case Managers and SIT teams will collaborate with District Nurses to review the individual medical needs of students and make appropriate plans to support their accessing their education prior to the on-site or hybrid instruction for the 2020-21 school year.</li> </ul>

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

### 1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation.</li> <li><input type="checkbox"/> Support physical distancing in all daily activities and instruction, striving to maintain at least six feet between individuals.</li> <li><input type="checkbox"/> Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.</li> <li><input type="checkbox"/> Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).</li> <li><input type="checkbox"/> Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.</li> </ul>	<ul style="list-style-type: none"> <li>● Student rosters will be assigned to classrooms that are able to accommodate the 35 sqft requirements. Classes that exceed the space limitations will be divided into smaller groups. The smaller groups will have a rotation of teacher and instructional support staff for supervision. Cohort groups will not exceed the guidelines of July 2020.</li> <li>● All Students and Staff will maintain face coverings throughout the day.</li> <li>● Teachers and staff will teach, reteach and redirect students into physical distancing activities.</li> <li>● Cohort groups will have scheduled movements that limit the interactions of cohort groups.</li> <li>● Hallways will be marked with traffic flow patterns.</li> <li>● Posters and visual reminders of handwashing and physical distancing practices will be posted throughout the school.</li> <li>● Middle School students will remain in homeroom classrooms, teachers will rotate to teach subject areas.</li> <li>● Staff will teach physical distancing expectations in the beginning of year and after long breaks. ML staff will take opportunities to redirect and reteach students when they fail to follow expectations.</li> <li>● Services to students with disabilities will be provided through a push in model or by the classroom teacher under the direction of a</li> </ul>

special education teacher or alongside as in a co-teaching model. Students requiring pull out instruction will be limited to grouping only within their cohort.

### 1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff.               <ul style="list-style-type: none"> <li>● The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.</li> </ul> </li> <li><input type="checkbox"/> Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li><input type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.</li> <li><input type="checkbox"/> Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.</li> <li><input type="checkbox"/> Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers.</li> <li><input type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.</li> </ul>	<ul style="list-style-type: none"> <li>● Student rosters will be assigned to classrooms that are able to accommodate the 35 sqft requirements. Classes that exceed the space limitations will be divided into smaller groups. The smaller groups will have a rotation of teacher and instructional support staff for supervision. <a href="#">See Schedule</a></li> <li>● Cohort groups will have scheduled movements that limit the interactions of cohort groups.</li> <li>● Routine and systematic cleaning will be completed throughout the day for common areas and touch points throughout the school.</li> <li>● Students will be assigned to cohort groups based on their homeroom assignment. Student assignment to classrooms will be no different during this time than a regular school year. Students are intermixed regardless of their academic, behavioral, socio-economic, ELL status, race or gender. The building administrator will review cohort assignments to assure equity of all classes.</li> <li>● Teachers will schedule and monitor student restroom breaks to limit the interaction between cohort groups. Additional cleaning will be maintained throughout the school day. Following ODE, OHA and CDC guidance, the District maintenance staff have created a cleaning protocol. The protocol covers sections for; facility Cleaning and Disinfecting, Cleaning if Someone is Sick, Cleaning and Disinfecting of Outdoor Areas, Electronics, and Cleaning Schedules for Schools. Each school will have a checklist for signature each day.</li> <li>● As part of the training materials, all staff who interact with multiple cohorts must wash/sanitize their hands between interactions with different stable cohorts.</li> </ul>

### 1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop a letter or communication to staff to be shared at the start of on-site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.               <ul style="list-style-type: none"> <li>● Consider sharing school protocols themselves.</li> </ul> </li> <li><input type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case.               <ul style="list-style-type: none"> <li>● Consult with your LPHA on what meets the definition of "close contact."</li> </ul> </li> <li><input type="checkbox"/> Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.</li> <li><input type="checkbox"/> Provide all information in languages and formats accessible to the school community.</li> </ul>	<ul style="list-style-type: none"> <li>● A letter outlining the instructional model, the rationale and vision behind it and specific infection control measures will be shared with all families in their native language through print and electronically when available.</li> <li>● Additional communication regarding protocols will be shared with families and staff in August prior to the start of on-site instruction.</li> <li>● Updated communication will be shared with families at least monthly or as updated information is available throughout the school year.</li> <li>● Protocol: The District COVID Team will utilize NSSD Outbreak Response flow chart to execute the necessary communications in a timely manner in consultation and directed by the LHA.</li> <li>● Any communication sent to stakeholder groups will be sent from the District or Building level using translatable Blackboard Messaging System (SMORE). All individual communications will be translated when necessary through District Translation services.</li> </ul>

### 1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms. COVID-19 symptoms are as follows:               <ul style="list-style-type: none"> <li>● Primary symptoms of concern: cough, fever or chills, shortness of breath, or difficulty breathing.</li> <li>● Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● The District will provide training documents that include protocols for screening staff. Anyone identified or reporting primary symptoms while on campus will follow the isolation protocols. Any staff member self report will be monitored by nursing staff and HR for reentry.</li> <li>● Screening Staff:</li> </ul>

<p>congestion, and runny nose are also symptoms often associated with COVID-19, but are not enough in isolation to deny entry. More information about COVID-19 symptoms is available <a href="#">from CDC</a>.</p> <ul style="list-style-type: none"> <li>● Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> <li>○ Trouble breathing</li> <li>○ Persistent pain or pressure in the chest</li> <li>○ New confusion or inability to awaken</li> <li>○ Bluish lips or face</li> <li>○ Other severe symptoms</li> </ul> </li> </ul> <p><input type="checkbox"/> Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian.</p> <ul style="list-style-type: none"> <li>● Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <b>Ready Schools, Safe Learners</b> guidance) and sent home as soon as possible.</li> <li>● They must remain home until 72 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving.</li> </ul> <p><input type="checkbox"/> Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days.</p> <p><input type="checkbox"/> Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.</p> <p><input type="checkbox"/> Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</p>	<ul style="list-style-type: none"> <li>○ Staff are required to report when they may have been exposed to COVID-19.</li> <li>○ Staff are required to report when they have symptoms related to COVID-19.</li> <li>○ Staff members are not responsible for screening other staff members for symptoms.</li> <li>● Arrival and Entry: <ul style="list-style-type: none"> <li>○ Each student will be assigned an entrance point (i.e., a specific door) to the school building.</li> <li>○ They will go directly to their first content cohort (i.e., the students in their first period class) through their assigned entry door.</li> <li>○ Staff will be present at each entry point to visually screen students for symptoms.</li> <li>○ Breakfast will be in the classroom</li> </ul> </li> <li>● Screening Students Upon Entry <ul style="list-style-type: none"> <li>○ Staff will be assigned to each entry door to visually screen.</li> <li>○ When the screening indicates that a student may be symptomatic, the student is directed to the isolation room and the office notified.</li> </ul> </li> <li>● 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.</li> <li>● There are transportation specific screening protocols that must be followed. See section 2i for more information.</li> </ul>
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**1g. VISITORS/VOLUNTEERS**

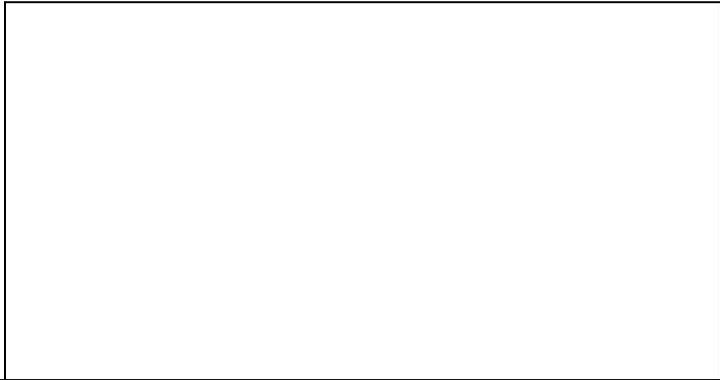
OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Restrict non-essential visitors. Only allow visitors if six feet of physical distance between all people can be maintained.</li> <li><input type="checkbox"/> Visitors must wash or sanitize their hands upon entry and exit.</li> <li><input type="checkbox"/> Visitors must wear face coverings in accordance with local public health authority and <a href="#">CDC</a> guidelines.</li> <li><input type="checkbox"/> Screen all visitors for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.</li> </ul>	<ul style="list-style-type: none"> <li>● Visitors and Volunteers will be unable to work in schools or complete other volunteer activities that require in person interaction during school hours. Adults in schools will be limited to essential personnel only.</li> <li>● When allowed Visitors will sign a written acknowledgement that they are symptom free and not been exposed to COVID-19 within the preceding 14 calendar days. Visitors will have to wash or sanitize their hands upon entry and wear face coverings.</li> </ul>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Face coverings or face shields for: <ul style="list-style-type: none"> <li>● Staff who are regularly within six feet of students and/or staff <ul style="list-style-type: none"> <li>○ This can include staff who support personal care, feeding, or instruction requiring direct physical contact.</li> <li>○ Staff who will sustain close contact and interactions with students.</li> </ul> </li> <li>● Bus drivers.</li> <li>● Staff preparing and/or serving meals.</li> </ul> </li> <li><input type="checkbox"/> Face shields or clear plastic barriers for: <ul style="list-style-type: none"> <li>● Speech Language Pathologists, Speech Language Pathology Assistants, or other adults providing articulation therapy.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● The District will provide face coverings or face shields for: SLP, LS, SLP, Kitchen Staff. Plastic dividers will be built and provided in all school offices.</li> <li>● District nurses will be provided masks. They will also be fit tested and provided N95 protection along with face shields.</li> <li>● The District will follow version 3 guidance. All students are required to wear masks with exceptions noted in guidance.</li> <li>● District Human Resources Department will enter an interactive process with any staff member that meets this criteria.</li> </ul>

- Front office staff.

- Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role.
- Students who choose not to wear face coverings must be provided access to instruction.**
- ADA accommodations:** If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.



**1i. ISOLATION MEASURES**

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Protocols for surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols 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.</li> <li><input type="checkbox"/> Protocols for assessment of students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day.               <ul style="list-style-type: none"> <li>● Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated.</li> <li>● Consider required physical arrangements to reduce risk of disease transmission.</li> <li>● Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.</li> </ul> </li> <li><input type="checkbox"/> Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.</li> <li><input type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</li> <li><input type="checkbox"/> Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms.               <ul style="list-style-type: none"> <li>● Symptomatic staff or students should seek COVID-19 testing from their regular physician or through the local public health authority.</li> <li>● If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.                   <ul style="list-style-type: none"> <li>○ Alternatively, a person who had a positive viral test may return to school when they have received two subsequent negative COVID-19 viral tests at least 24 hours apart and 72 hours have passed since fever is gone, without use of fever reducing medicine, and other symptoms are improving</li> </ul> </li> <li>● If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.</li> <li>● If they do not undergo COVID-19 testing, the person should remain home until 72 hours after fever is gone, without use of</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● The District Nurses, Safety and Security and Building Principals have partnered with building principals to identify appropriate isolation areas. Isolation space was selected to assure that they provide for space for a student to rest. Students will be supervised while waiting to be picked up.</li> <li>● Symptomatic students will remain at school until a designated adult can pick them up.</li> <li>● Staff will be assigned to supervise students who are symptomatic, and will need to maintain at least six feet of distance and wear facial coverings.</li> <li>● Secondary isolation areas may be identified if/as needed.</li> <li>● Logs must be maintained for every student who enters the isolation room, regardless of whether they are treated or sent home. Logs will include:               <ul style="list-style-type: none"> <li>○ Name of student</li> <li>○ Reported symptoms/reason for health room visit</li> <li>○ Action taken</li> </ul> </li> <li>● The District will include stay at home expectations to staff and families. The District Nurses will monitor any staff or student sent home to ensure they follow the ODE and OHA guidance and record all information in logs.</li> </ul>

of fever reducing medicine, and other symptoms are improving.

- Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).
- Record and monitor the students and staff being isolated or sent home for the LPHA review.



## 2. Facilities and School Operations

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

### 2a. ENROLLMENT

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Enroll all students following the standard Oregon Department of Education guidelines.</li> <li><input type="checkbox"/> Do not disenroll students for non-attendance if they meet the following conditions:               <ul style="list-style-type: none"> <li>• Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or</li> <li>• Have COVID-19 symptoms for 10 consecutive school days or longer.</li> </ul> </li> <li><input type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• Spring Registration was completed by all K-8 Buildings at the end of the 2019-20 school year. Stayton High School is preparing for online registration to be started by August 10, 2020.</li> <li>• District Nurses have identified all high-risk or vulnerable populations and will work with Case Managers, Building Principals and Student Intervention Teams to support and accommodate vulnerable students.</li> <li>• Students who do not attend in-person learning (when available) will be contacted by building attendance teams. Each team will work with the family to identify potential solutions to accommodate their needs. The District will be offering a Virtual School platform for all students who do not want to attend in-person school. Students who fail to show for 10 days of instruction consecutively, will be advised of this option.</li> </ul>

### 2b. ATTENDANCE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>On-Site school students:</b> Full-time and part-time students follow normal reporting policy and procedures.</li> <li><input type="checkbox"/> <b>Full-Time Online and/or Hybrid school students:</b> Full-time students who are enrolled in school and taking online and/or hybrid courses only are reported on an FTE basis using a standard record (ADMProgTypCd = 01) as identified in the Oregon Cumulative Average Daily Membership (ADM) Manual. This is an existing policy previously used in the online setting. As such, there should not be any need to reprogram student information systems to accommodate for this change and the addition of the hybrid setting.               <ul style="list-style-type: none"> <li>• Note: Because the students in the online and/or hybrid setting do not regularly attend classes at the district facilities, the standard procedures for recording student days present and days absent cannot be effectively applied to those students. This will reduce accuracy of attendance data for the state while this is in effect.</li> <li>• For the purposes of this section, please use the following definition and clarification: <b>Online and/or Hybrid Check-in:</b> The responsibility of taking attendance must be performed by the teacher of record. "Check-ins" with appropriately licensed instructional staff are two-way communications</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• North Santiam School District (NSSD) believes what is most important at this time is our collective effort to support active engagement and provide resources to meet students and families experiencing challenges with staying connected. NSSD staff have prepared meaningful Teacher Facilitated instructional activities in our Hybrid and Comprehensive Distance Learning models. The best learning and emotional support will occur for our students when they attend scheduled interactions with their teacher(s) and/or educational assistants to the maximum extent possible.</li> <li>• NSSD Hybrid and Comprehensive Distance Learning model will involve online interactions with teacher(s) and/or educational assistant(s). When appropriate support and supplemental written materials will be provided to students to support student learning.</li> <li>• Students engaged in the Hybrid and CDL models are having meaningful engagement with the teacher beyond just turning in supplemental written materials or assignments to be marked as attending.</li> </ul>

between the student and the teacher. A check-in does not include a student leaving a message on an answering machine or sending an email that does not receive a response from the appropriately licensed instructional staff by the end of the next school day.

- The student must check-in **at least** twice a week with their teacher(s) of record on **at least** two separate weekdays in order to be counted as present for all five days of that week.
- If the student only checks in once during the week, the student must be counted as absent for half of the scheduled week (2.5 days, if there are 5 days scheduled in the week).
- The student must be counted as absent for the entire week (5 days, if there are 5 days scheduled in the week) if they do not report in at all during the week.
- Note: If a district schedule is based on a 4-day school week, the student would still need to check in twice a week as described above in order to be counted as present for the entire week (4 days) and once a week to be counted as present for half of the week (2 days).
- Days in attendance may not be claimed for days in which the student did not have access to appropriately licensed instructional staff. The purpose of the rule regarding checking in with the teacher of record is to assure that the teacher can evaluate whether the student is making adequate progress in the course and the student has additional guaranteed opportunities to engage with a teacher. The responsibility of taking attendance must be performed by the teacher of record, not another staff member (e.g., the registrar or school secretary).

**Part-time students receiving online and/or hybrid instruction (not college courses):** Students who are not enrolled full-time and are taking online and/or hybrid courses offered by the school district or charter school are reported as large group instruction (program type 4), unless they are an ESD-registered homeschooled or private school student receiving supplemental coursework in public school, which are reported as shared time (program type 9). The district may count up to 1 hour per day per course taken, provided appropriately licensed teachers for the coursework taken, are available and accessible to the student during regular business hours on each school day to be claimed. Because this is online and/or hybrid instruction, attendance is based on check-ins with the student's appropriately licensed teacher(s) of record at least two times (on different days) during the school week.

- In Grades K-5: Attendance will be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning).
- In Grades 6-12: Attendance will 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).
- Attendance includes both participation in class activities and interaction with a licensed or registered teacher during a school day or interactions with educational assistants and paraprofessionals through teacher designed and facilitated processes.
- Interaction can be evidenced by any of the following or reasonable equivalents:
  - Participating in a video class;
  - Communication from the student to the teacher via chat, communication app, text message or email;
  - A phone call between the teacher or educational assistants and the student, or, for younger students, with the parent;
  - Posting completed coursework to a learning management system or web-based platform or via email; or
  - Turning in completed coursework on a given day.
- When there is no evidence of student interaction during a 24-hour period surrounding a scheduled school day as described, students are reported as absent.

## 2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Update procedures for district-owned devices to match cleaning requirements (see section 2d of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	<ul style="list-style-type: none"> <li>● All students will be assigned a district-owned device for use in all instructional models. Students will have the option to take the device home in grade 6-12 during hybrid instruction. Student chromebook will remain at school for K-5 on-site learning.</li> <li>● Deployment of district-provided hotspots will be provided to ensure adequate internet access for all families.</li> <li>● Additional devices will be accessible for in-building use for students with broken devices or devices left at home.</li> <li>● School devices will be cleaned and sanitized between each use if shared.</li> </ul>

## 2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> <b>Handwashing:</b> All people on campus should be advised and encouraged to wash their hands frequently.	<ul style="list-style-type: none"> <li>● <b>Handwashing:</b> Students will sanitize hands at their assigned entry point in the morning, before and after recess times. Handwashing</li> </ul>

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

will be scheduled before meal times. Teachers will sanitize hands at dismissal time.

- **Equipment:** Classroom equipment will be assigned to each classroom and sanitized between cohorts.
- **Events:** Events will be cancelled until the state lifts restrictions.
- **Transitions/Hallways:** Hallways will be marked with arrows indicating walkway patterns. Transitions will be staggered starts.
- **Personal Property:** Each student will have their own labeled tub to store their materials and personal property.

## 2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.</li> <li><input type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times.</li> <li><input type="checkbox"/> Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li><input type="checkbox"/> Develop sign-in/sign-out protocol to help facilitate contact tracing:               <ul style="list-style-type: none"> <li>● Eliminate shared pen and paper sign-in/sign-out sheets.</li> <li>● Ensure hand sanitizer is available if signing children in or out on an electronic device.</li> </ul> </li> <li><input type="checkbox"/> Install hand sanitizer dispensers near all entry doors and other high-traffic areas.</li> <li><input type="checkbox"/> Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.</li> </ul>	<ul style="list-style-type: none"> <li>● Arrival:               <ul style="list-style-type: none"> <li>○ Buses will drop students at 7:15.</li> <li>○ Students walking or being dropped off will not be allowed to be on campus until 7:40.</li> <li>○ Staff will be stationed at each entry point with hand sanitizer. They will complete the visual screening of each student and will collect the names of those taking a grab and go breakfast.</li> <li>○ Students arriving at school after 7:45 will enter through main doors and report to the office.</li> <li>○ 6-8 students will enter through the gym doors.</li> <li>○ 1-3 students will enter at the side door</li> <li>○ Kindergarten students will enter at the side gate.(breakfast will be provided at 8:00 in the cafeteria.</li> <li>○ 3-5 students will enter at the front doors</li> </ul> </li> <li>● Dismissal:               <ul style="list-style-type: none"> <li>● k-5 Students that ride the bus will be dismissed through front doors in a staggered schedule.</li> <li>● 6-8 Students that ride the bus will be dismissed through the gym doors 5 minutes ahead of walking and pick up students.</li> <li>● K-5 students that walk or get picked up will dismiss through our side doors. Parents will be encouraged to wait in their cars or get their children and leave immediately. This may result in staff members parking in front of the building or along the gym. This would open the side lot for parents.</li> </ul> </li> <li>● Parents and caregivers will be instructed to drop off students at the gym doors and not get out. Parents will not be allowed to wait in the bus loading area to pick up students, they must remain in their vehicles. We will use a variety of communication avenues to assure understanding is made. This will include supervision and accountability to adherence to the procedures. The District will build and maintain all sign-in/sign-out contact tracing logs. Classroom teachers will maintain their logs for their respective cohort or class period. Attendance taking in the Student Information System will be utilized to track student cohorts.</li> <li>● The maintenance staff has conducted school inventories and installed additional Hand Sanitizer Dispensers in key entry points through the building.</li> </ul>

## 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Seating:</b> Rearrange student desks and other seat spaces to at least six feet apart; assign seating so students are in the same seat at all times.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Seating:</b> Each classroom will designate a seating chart/arrangement that allows for social distancing with desks set at 3ft apart. Each</li> </ul>

- 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 through signage and regular reminders from staff of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of and 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.

classroom will establish and mark traffic flow to promote appropriate distance.

- **Materials:** Students will keep their own set of materials at their desk or learning areas. These supplies will include hand sanitizer and disinfectant wipes. All classes will use an assigned cubby or storage spaces for individual student belongings
- **Handwashing:** Handwashing will be scheduled. Age appropriate signage for proper hand washing will be posted in every classroom and restroom and common areas. (Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority’s <a href="#">Specific Guidance for Outdoor Recreation Organizations</a>).</li> <li><input type="checkbox"/> Students must wash hands before and after using playground equipment.</li> <li><input type="checkbox"/> Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect between sessions and between each group’s use.</li> <li><input type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements.</li> <li><input type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).</li> <li><input type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts.</li> <li><input type="checkbox"/> Clean all outdoor equipment between cohorts.</li> </ul>	<ul style="list-style-type: none"> <li>• All Playgrounds will be closed to the public and signage posted.</li> <li>• Teachers will instruct and schedule hand washing or sanitizing before and after recess breaks.</li> <li>• Cohort groups will be assigned a marked area of the play areas with a daily rotation. Staff will ensure that play area equipment is disinfected after each use. Each cohort will be provided with a set of playground equipment to only be used by that cohort.</li> <li>• Designate and disinfect equipment after each group’s use according to ODE guidance documents and policy.</li> <li>• Students will be assigned to stable cohort groups and instructional areas based on the 6ft social distancing requirements.</li> <li>• ML will post required signage throughout the campus and will lock off access to the play areas to the public.</li> <li>• Each class will be assigned a specified and marked area of the playground. Cohorts will rotate areas on a weekly basis. Students will be provided with a list of activities that promote social distancing.</li> <li>• Custodial staff will clean equipment between cohorts.</li> </ul>

## 2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Include meal services/nutrition staff in planning for school reentry.</li> <li><input type="checkbox"/> Staff serving meals must wear face shields or face covering (see section 1h of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> Students must wash hands before meals and should be encouraged to do so after.</li> <li><input type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed.</li> <li><input type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.</li> <li><input type="checkbox"/> Adequate cleaning of tables between meal periods.</li> </ul>	<ul style="list-style-type: none"> <li>• The District has had multiple planning meetings to implement ODE, OHA guidance regarding meal service and nutrition.</li> <li>• The District Food Service Director has worked with each building principal to develop meal service and nutrition plans.</li> <li>• Kindergarten students would eat lunch in the cafeteria at 11:25. Lunch for grades 1 &amp; 2 will be delivered to the classrooms.</li> <li>• At 11:50 one cohort group from grades 3-5 can eat in the cafeteria each day we will rotate. The rest of the cohort groups will have their lunches delivered to the classrooms.</li> <li>• At 12:15 one cohort group from grades 6-8 can eat in the cafeteria each day we will rotate. The rest of the cohort groups will have their lunches delivered to the classrooms by food service and/or custodial staff.</li> <li>• Teachers will take the names of students eating school lunch at the beginning of the day and report that to food service. This would speed the process of getting lunches and eliminate the need to touch cards.</li> <li>• If possible, students will wash hands in the classroom. If not, follow hallway and restroom procedures above.</li> <li>• Students will not share utensils or other items during meals.</li> <li>• Each table/desk will be cleaned prior to meals being consumed.</li> <li>• Students will be served breakfast and lunch in classrooms and/or eat with cohort groups.</li> <li>• All students must wash hands prior to meals or use hand sanitizer. Students will pick up food in the cafeteria and return to their</li> </ul>

- classrooms to eat. Physical distancing requirements will be maintained in transit.
- If a classroom is unable to travel to the cafeteria, cafeteria staff will deliver meals to that classroom.
- Students will not share utensils or other items during meals.
- The Cafeteria touch-points will be cleaned between stable cohorts, including tables if students are present.
- Daily cleaning logs have been created and will be monitored by the District Food Service Director.

## 2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service.</li> <li><input type="checkbox"/> Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li><input type="checkbox"/> Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. <ul style="list-style-type: none"> <li>• If a student displays symptoms, provide a face shield or face covering and keep student at least six feet away from others. Continue transporting the student. <ul style="list-style-type: none"> <li>○ If arriving at school, notify staff to begin isolation measures.</li> <li>○ If transporting for dismissal and the student displays an onset of symptoms, notify the school.</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.</li> <li><input type="checkbox"/> Drivers wear face shields or face coverings.</li> <li><input type="checkbox"/> Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).</li> </ul>	<ul style="list-style-type: none"> <li>• The District has had multiple planning meetings to implement ODE, OHA guidance regarding transportation.</li> <li>• The District has worked with the transportation department to develop district level routes, training, and updates.</li> <li>• Route times may differ slightly from prior year to accommodate social distancing and staggered arrival times.</li> <li>• Parents are encouraged to provide family transportation if possible to limit an additional cohort group for their children.</li> <li>• Bus routes will be adjusted to support cohorting students and physical distancing, including: <ul style="list-style-type: none"> <li>○ three feet of physical distance between passengers</li> <li>○ six feet of physical distance between the drive and passengers (except during boardAll bus drivers will keep daily student logs (See Section 1a)</li> </ul> </li> <li>• The School Nurse will support the training for bus drivers to maintain logs.</li> <li>• All drivers will wear face shields or the equivalent.</li> <li>• Busses will be cleaned and wiped down between each route daily.</li> <li>• If a student displays symptoms, provide a face shield or face covering and keep the student at least 6 feet away from others. Continue transporting the student. <ul style="list-style-type: none"> <li>• If arriving at school, notify staff to begin isolation protocols.</li> <li>• If transporting for dismissal and the student displays an onset of symptoms, notify the school.</li> </ul> </li> </ul>

## 2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (<a href="#">CDC guidance</a>) environments, including classrooms, cafeteria settings, restrooms, and playgrounds.</li> <li><input type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.</li> <li><input type="checkbox"/> Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. For example, do not use fans if doors and windows are closed and the fans are recirculating the classroom air.</li> <li><input type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.</li> <li><input type="checkbox"/> Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see <a href="#">CDC's guidance on disinfecting public spaces</a>).</li> <li><input type="checkbox"/> Air circulation and filtration are helpful factors in reducing airborne viruses. Consider modification or enhancement of building</li> </ul>	<ul style="list-style-type: none"> <li>• Following ODE, OHA and CDC guidance, the District maintenance staff have created a cleaning protocol.</li> <li>• The protocol covers sections for; facility Cleaning and Disinfecting, Cleaning if Someone is Sick, Cleaning and Disinfecting of Outdoor Areas, Electronics, and Cleaning Schedules for Schools Specific times are specified to clean high touch surfaces and areas.</li> <li>• Each school will have a checklist for signature each day. Day shift Custodial duties will be modified to prioritize for cleaning between cohort activities.</li> <li>• Additional training will be provided to Custodial Staff to refresh/familiarize with disinfectants. Logs will be used for tracking room cleaning.</li> <li>• Ventilation will be modified where possible to increase outside air. Fans will not be used in rooms where there are no operable windows. All ventilation systems will be checked on a weekly basis.</li> <li>• Where possible, we will increase outside air into the ventilation systems.</li> <li>• All air filters throughout the district have been replaced and will be monitored monthly. Ventilation will be modified where possible to increase outside air.</li> <li>• Classroom routines will include designated times for handwashing prior to the consumption of any meal, hand sanitizing before and after each recess/PE period and exit or entry to the building.</li> </ul>

ventilation where feasible (see [CDC's guidance on ventilation and filtration](#) and [American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance](#)).

Teachers and classroom supervisors will take opportunities throughout the day to sanitize desks and common touchpoints, as often as possible. Additional custodial support will be on duty during the school day to assist with maintaining a regular schedule of sanitizing the restrooms, playgrounds, exit and entry points, as well as common touch points of the building in general. They will work with the class schedule and teacher for intermittent cleaning of the classroom environment.

### 2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs.</li> <li><input type="checkbox"/> Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).</li> <li><input type="checkbox"/> Prioritize immunizations and other needed health services for students, including behavioral health and reproductive health services.</li> </ul>	<ul style="list-style-type: none"> <li>• The Health Services are essential to ensuring the safety of students and staff. Health Services staff play an essential role on the District COVID Team. The execution of the Districts Communicable Disease Plan will be vital to the safety of our students and staff. Responding to students and staff that are directed to isolation rooms, partnering with buildings to support our medically fragile students, training staff and being in direct communication with LPHA will be critical.</li> <li>• Nursing is part of the district-wide team for creating and monitoring the plan.</li> <li>• School Nurses work in conjunction with building Office Managers to monitor compliance with immunizations and other health services for students.</li> </ul>



## 3. Response to Outbreak

### 3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.</li> <li><input type="checkbox"/> Establish a specific emergency response framework with key stakeholders.</li> <li><input type="checkbox"/> When new cases are identified in the school setting, and the incidence is low, the LPHA will provide a direct report to the district nurse, or designated staff, on the diagnosed case(s). Likewise, the LPHA will impose restrictions on contacts.</li> </ul>	<ul style="list-style-type: none"> <li>• The District has made contact with the LPHA to establish communication channels. Our current Communicable Disease Plan identifies an emergency response framework (attached to the District Operational Blueprint) and the reporting of novel viruses to a district nurse.</li> </ul>

### 3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Follow the district's or school's outbreak response protocol. Coordinate with the LPHA for any outbreak response.</li> <li><input type="checkbox"/> If anyone who has been on campus is known to have been diagnosed with COVID-19, report the case to and consult with the LPHA regarding cleaning and possible classroom or program closure.</li> <li><input type="checkbox"/> Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students.</li> <li><input type="checkbox"/> When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district.</li> <li><input type="checkbox"/> Modify, postpone, or cancel large school events as coordinated with the LPHA.</li> <li><input type="checkbox"/> If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students.</li> <li><input type="checkbox"/> Continue to provide meals for students.</li> </ul>	<ul style="list-style-type: none"> <li>• The District has established a Response to Outbreak flowchart to efficiently respond to an outbreak.</li> <li>• A District nurse will be responsible for reporting any cases to the LPHA and the District COVID Team (Superintendent, Human Resource, Associate Superintendent, Nurses, Safety and Security) will work collaboratively to respond to any guidance/direction of the LPHA.</li> <li>• The District has consulted with each building to implement Short-Term Distance Learning and Comprehensive Distance Learning Models. Short-Term Distance Learning will mirror Comprehensive Distance Learning Models.</li> <li>• The District COVID Team will assemble to consider when cases are identified in the local region.</li> </ul>

- Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families.

- The District will follow ODE and OHA guidance on when it is safe to reenter on-site / hybrid instruction and provide this communication two weeks before reentry.

### 3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Plan instructional models that support all learners in Comprehensive Distance Learning.</li> <li><input type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow <a href="#">CDC guidance</a> for classrooms, cafeteria settings, restrooms, and playgrounds.</li> <li><input type="checkbox"/> Communicate with families about options and efforts to support returning to On-Site instruction.</li> <li><input type="checkbox"/> Follow the LPHA guidance to begin bringing students back into On-Site instruction.               <ul style="list-style-type: none"> <li>• Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The District will be starting the 2020-21 school year in Comprehensive Distance Learning. When we are able to return to a hybrid model and have an outbreak, the District will be prepared to transition back to Comprehensive Distance Learning.</li> <li>• All District buildings will be cleaned following CDC guidance (attached to the District Operational Blueprint) and consultation will occur with the LPHA to ensure the district can safely return to on-site instruction in compliance with ODE metrics.</li> </ul>



## 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. This section does not apply to private schools.*

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



## 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.*

- x 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](#)

x We affirm that we cannot meet all of the collective requirements from ODE/OHA guidance related to the 2020-school year from:

- Sections 4, 5, 6, 7, and 8 of the [Ready Schools, Safe Learners](#) guidance,
- The [Comprehensive Distance Learning](#) guidance,
- The [Ensuring Equity and Access: Aligning Federal and State Requirements](#) guidance, and
- [Planning for COVID-19 Scenarios in Schools](#)

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

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

### Assurance Compliance and Timeline

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

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



## OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Under ODE’s **Ready Schools, Safe Learners** guidance, each school<sup>1</sup> has been directed to submit a plan to the district<sup>2</sup> 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,<sup>3</sup> parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	North Santiam School District Building: Stayton High School
Key Contact Person for this Plan	District: Dave Bolin Building: Stayton High School
Phone Number of this Person	District: Dave Bolin 541-990-3403 Building: Susanne Stefani 503-769-2171
Email Address of this Person	District: <a href="mailto:david.bolin@nsantiam.k12.or.us">david.bolin@nsantiam.k12.or.us</a> Building: <a href="mailto:susanne.stefani@nsantiam.k12.or.us">susanne.stefani@nsantiam.k12.or.us</a>
Sectors and position titles of those who informed the plan	Superintendent, Assistant Superintendent, Nurses, HR Director, Safety and Security Director, Food Service Director, Maintenance Director.
Local public health office(s) or officers(s)	Linn County: Neva Anderson, 541-967-3888 Marion County: 503-588-5352 <a href="mailto:readyschoolsreentry@co.marion.or.us">readyschoolsreentry@co.marion.or.us</a>

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Gary Rychard, Director of Safety and Security will oversee District Requirements. All building principals will be responsible on-site.
Intended Effective Dates for this Plan	September 14, 2020
ESD Region	Willamette Education Service District

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

During the summer months several communications and input surveys were sent to all district stakeholders. Stakeholders were asked to respond to draft documents for reopening and provided guidance on what was most important for us to consider to reopen school safely.

A parent focus group was utilized to review drafted plans prior to the submission to the School Board and LPHA. An open School Board meeting was held on August 11, for public comment.

3. Indicate which instructional model will be used. This does not apply if you are an online school or virtual public charter school and had a virtual online instructional model already in place pre-COVID-19.

Select One:

On-Site Learning     Hybrid Learning     Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-14 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

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

## REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

All Buildings in the North Santiam School District are following ODE & OHA guidance and will provide Comprehensive Distance Learning due to high case rates in both Linn and Marion County.

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

The District is finalizing plans to be compliant with the Comprehensive Distance Learning Guidance. This section will be updated as building plans are finalized.

In Comprehensive Distance Learning Students will have multiple virtual interactions with their teachers on a daily basis. The learning day will consist of 50% teacher-facilitated instruction and 50% applied learning. Teacher facilitated learning are experiences planned and guided by a licensed teacher. These may be accomplished by live instruction, videos, two-way communication, small group breakouts or individual appointments. Applied learning experiences allow for students to apply knowledge and skills that extend from the teacher-facilitated learning. Students have access to instructional support during applied learning activities, provided by educational assistants, teachers, and/or related service providers.

The total instruction time will be equivalent to in-person instructional time. Direct teacher facilitated opportunities will be provided daily and may include full group instruction, peer interaction, two-way communication, small group breakouts, or individual office hours. Students will receive 3-4 hours of teacher-facilitated interactions daily (depending on age and subject), 2-3 hours of independent learning and

All K-5 students will have one certified NSSD district teacher that will work in collaboration with Music and Physical Education teachers. All 6-12 students will work with multiple certified NSSD district teachers.

All students who qualify will receive special program support synchronously to the maximum extent possible. Our underserved student may additionally work with Instructional Assistants to receive services and supports. (Title I, English Language Development, Special Education, Talented and Gifted, 504)

Building Specific Plans: All of our enrolled students at SHS will engage virtually with their teachers on a daily basis during Comprehensive Distance Learning. We have scheduled four classes per day, at an hour each (exception is on Mondays when they are 45 minutes) with 15-minute wellness breaks and a one-hour break for lunch. Per ODE guidance, classes will balance Teacher-Facilitated and Applied Learning. The former will include primarily, or all, synchronous learning.

The decrease in daily classes from our typical, seven-period schedule allows for increased student focus on less content and ensures that we are better able to support our marginalized students and care for the mental and emotional load of all students. To that end, we have reestablished Guide Group, which meets our ethical and ODE obligations to serve students' social-emotional health. Guide Group will meet virtually each Monday for academic checks, organizational coaching, celebrations, and support. This will serve our Tier 1 and Tier 2A students in class; Tier 2B and Tier 3 students will be referred to admin and counselors for additional follow up.

As the instructional day ends at 2:00, teachers have the responsibility to connect with their Guide Group students additionally where needed and to reach out to provide extra help and document that work. We will maintain our professional development schedule once monthly during late starts; this will further our work as an AVID Certified school engaging in culturally-relevant practices to support all students.

Our schedule is as follows:

**STAYTON HIGH SCHOOL SCHEDULE | DISTANCE LEARNING | FALL 2020**

<b>MONDAY</b> (LATE START)		<b>TUESDAY - FRIDAY</b>	
<b>PERIOD 1</b>	<b>9:00 - 9:45</b>	<b>PERIOD 1</b>	<b>8:30 - 9:30</b>
GUIDE GROUP*	10:00 - 10:30	<i>*Guide Group meets Mondays only with 2nd period teachers. Focuses are social-emotional check-ins/support and organization.</i>	
<b>PERIOD 2</b>	<b>10:30 - 11:15</b>	<b>PERIOD 2</b>	<b>9:45 - 10:45</b>
<i>LUNCH</i>	<i>11:15 - 12:15</i>	<b>PERIOD 3</b>	<b>11:00 - 12:00</b>
<b>PERIOD 3</b>	<b>12:15 - 1:00</b>	<i>LUNCH</i>	<i>12:00 - 1:00</i>
<b>PERIOD 4</b>	<b>1:15 - 2:00</b>	<b>PERIOD 4</b>	<b>1:00 - 2:00</b>

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

The District is prepared to return to our on-site instructional plan for K-5 students and hybrid plan for 6-12 students when it's permissible by ODE and OHA guidance.

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

**ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT**

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

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



**0. Community Health Metrics**

**METRICS FOR ON-SITE OR HYBRID INSTRUCTION**

- The school currently meets the required metrics to successfully reopen for in-person instruction in an On-Site or Hybrid model. *If this box cannot yet be checked, the school must return to Comprehensive Distance Learning but may be able to provide some in-person instruction through the exceptions noted below.*

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

- The school currently meets the exceptions required to provide in-person person education for students in grades K-3 (see section 0d(1) of the *Ready Schools, Safe Learners* guidance).
- The school currently meets the exceptions required to provide limited in-person instruction for specific groups of students (see section 0d(2) of the *Ready Schools, Safe Learners* guidance).
- The school currently meets the exceptions required for remote or rural schools in larger population counties to provide in-person instruction (see section 0d(3) of the *Ready Schools, Safe Learners* guidance).

- The school currently meets the exceptions required for smaller population counties to provide in-person instruction (see section 0d(4) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required for schools in low population density counties (see section 0d(5) of the **Ready Schools, Safe Learners** guidance).
- The school currently meets the exceptions required for small districts to provide in-person instruction (see section 0d(6) of the **Ready Schools, Safe Learners** guidance).



## 1. Public Health Protocols

### 1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Implement measures to limit the spreads of COVID-19 within the school setting.</li> <li><input type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.</li> <li><input type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> Process and procedures to train all staff in sections 1 - 3 of the <b>Ready Schools, Safe Learners</b> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained.</li> <li><input type="checkbox"/> Protocol to notify the local public health authority (<a href="#">LPHA Directory by County</a>) of any confirmed COVID-19 cases among students or staff.</li> <li><input type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.</li> <li><input type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students.</li> <li><input type="checkbox"/> Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner.</li> <li><input type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others.</li> <li><input type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> 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. <ul style="list-style-type: none"> <li>● 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 <b>Ready Schools, Safe Learners</b> guidance), the daily log may be maintained for the cohort.</li> <li>● If a student(s) is not part of a stable cohort, then an individual student log must be maintained.</li> </ul> </li> <li><input type="checkbox"/> Required components of individual daily student/cohort logs include: <ul style="list-style-type: none"> <li>● Child's name</li> <li>● Drop off/pick up time</li> <li>● Parent/guardian name and emergency contact information</li> </ul> </li> <li><input type="checkbox"/> Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.</li> </ul>	<ul style="list-style-type: none"> <li>● The North Santiam School District (NSSD) executed the development of Building Blueprints from a team approach. Sections 1-3 of the Blueprints were broken apart by the individual requirement and assigned to buildings and/or appropriate department directors. This approach was taken to provide consistency across the district and allow building the individual needed to meet all guidance requirements. T</li> <li>● The District has two part time nurses, Denise Cardinali and Michelle Young who accessed resources provided through Oregon School Nurse Association and National School Nurses Association to develop the Communicable Disease Management Plan. Gary Rychard, Safety and Security, Debi Brazelton, Director of Human Resources and Lisa Spencer, Human Resources Specialist, also contributed components to the plan. Dr. Jan Olson, District Nurse, Molalla School District and Amber Tinney, ADN, RN, Santiam Canyon School District also collaborated in developing the plan for their respective districts.</li> <li>● The District has a written Communicable Disease Management Plan that specifically addresses the prevention and spread of COVID-19.</li> <li>● The Human Resources Departments will add a training component to Safe Schools Online Platform to provide virtual training. HR will follow up with regular reminders and take suggestions for change as provided from staff.</li> <li>● All reports of cases will be reported to the District Nurses and Building Principal. Building Principal will notify any member to the District COVID Team: (Andy Gardner, District Superintendent, Safety Officer, Debi, Brazelton, Human Resources, Dave Bolin, Associate Superintendent. The District Nurses will follow the flow chart in the Communicable Disease Plan in contacting and working with the LPHA. Contact information is stored in the shared drive on the Master District Operational Blueprint.</li> <li>● The District Maintenance staff have developed cleaning protocols and schedules for each building using CDC guidance. They are attached to the District Operational Blueprint.</li> <li>● Protocol: The District will create a shared drive to include logs for contact tracing for each building. District Nurses will have access to provide these to the LPHA.</li> <li>● Protocol: All building entry points will have a trained staff member to screen students. Students will be asked to pause, look at the adult, then enter the building. Staff will be asked to self report. Any student identified for symptoms will be directed to the isolation room and the office will be contacted to notify the District nurses.</li> <li>● Protocol: All buildings will designate one isolation area with associated markings.</li> <li>● All reports of cases will be reported to the District Nurses and Building Principal. Building Principal will notify any member to the District COVID Team: (Andy Gardner, District Superintendent, Safety Officer, Debi, Brazelton, Human Resources, Dave Bolin, Associate</li> </ul>

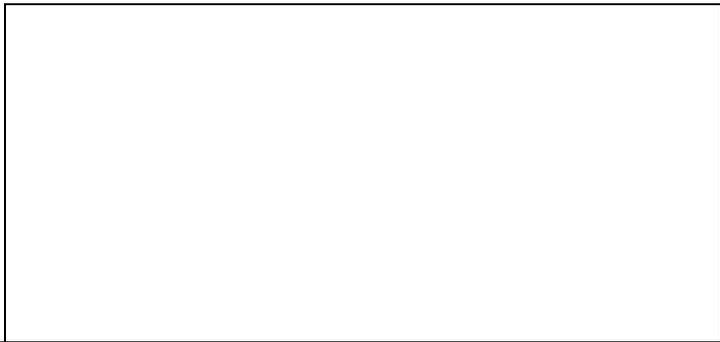
- All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student
- Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.
- Protocol to respond to potential outbreaks (see section 3 of the *Ready Schools, Safe Learners* guidance).

- Superintendent. The District Team will execute communication protocols in section 1e.
- See Section 3 for protocols for respond to potential outbreaks

### 1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p><b>Medically Fragile, Complex and Nursing-Dependent Student Requirements</b></p> <p><input type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (<a href="#">ORS 336.201</a>) defines three levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> <li>1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.</li> <li>2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.</li> <li>3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.</li> </ol> <p><input type="checkbox"/> Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:</p> <ul style="list-style-type: none"> <li>● Communicate with parents and health care providers to determine return to school status and current needs of the student.</li> <li>● 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.</li> <li>● Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.</li> <li>● 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.</li> <li>● Service provision should consider health and safety as well as legal standards.</li> <li>● Work with an interdisciplinary team to meet requirements of ADA and FAPE.</li> <li>● High-risk individuals may meet criteria for exclusion during a local health crisis.</li> <li>● Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> <li>○ US Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● The District has outstanding programs to support high-risk populations. Case managers will be working closely with the building principals, Special Education Director and nurses to support these students' individual needs.</li> <li>● The District has accounted for all students who have health conditions that require additional nursing services. Building Special Education Case Managers and SIT teams will collaborate with District Nurses to review the individual medical needs of students and make appropriate plans to support their accessing their education prior to the on-site or hybrid instruction for the 2020-21 school year.</li> </ul>

- ODE guidance updates for Special Education. Example from March 11, 2020.
- OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education'.
- OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.



### 1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation.</li> <li><input type="checkbox"/> Support physical distancing in all daily activities and instruction, striving to maintain at least six feet between individuals.</li> <li><input type="checkbox"/> Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.</li> <li><input type="checkbox"/> Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).</li> <li><input type="checkbox"/> Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.</li> </ul>	<ul style="list-style-type: none"> <li>● Measurements have been done to determine that we can accommodate a realistic number of students in classrooms to conduct class while maintaining required social distancing. The maximum number of students the smallest classroom can hold is 16 students; however, most easily accommodate 20-23. Projected cohort levels for planning are 13.</li> <li>● Desks, eating areas, hallways, and restrooms will be marked on floors and with signage to indicate required one-way traffic flow and areas to be avoided to maintain distancing (e.g., sinks/chairs taped off, signage, etc.). Staff will explicitly teach these expectations within the first week of school and administration will be visible in hallways to enforce social distancing. School doors will open at 7:45 or when the first bus is scheduled to arrive. Students will sanitize hands and be visually screened by a trained adult as they enter the school. Students will be required to immediately report to their first period class to minimize gathering. When school is dismissed, students will be required to immediately leave the building.</li> <li>● Hallways, which range from 9'7" wide to 12' wide, will be marked for counterclockwise traffic flow around the building using signage and floor arrows. In some instances, this will increase the time it takes to move from point A to point B; however, it will omit students facing each other in passing and will encourage continual flow. It will also allow consistency across campus where two-way flow isn't as safe. Lockers will not be in use so that bottlenecks and congregating are negated. School doors will open at 7:45 or when the first bus is scheduled to arrive. Students will sanitize hands and be visually screened by a trained adult as they enter the school. Students will be required to immediately report to their first period class to minimize gathering. When school is dismissed, students will be required to immediately leave the building. Staff are already expected to be at classroom doors and admin out during passing times; we will add the expectation of verbal reminders to maintain distance. Assigned seats will be used in all classes.</li> <li>● Model is complete following 7/22 guidance. A new master schedule must be made. <a href="#">See attachment.</a></li> <li>● We already consider discipline in the traditional root of the word, meaning "to learn." Plans to incorporate reminders and encouragement in all of our daily interactions with students and staff and to build it instructionally into Guide Group and other opportunities.</li> </ul>

### 1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff.               <ul style="list-style-type: none"> <li>● The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.</li> </ul> </li> <li><input type="checkbox"/> Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.</li> <li><input type="checkbox"/> Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.</li> <li><input type="checkbox"/> Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers.</li> <li><input type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.</li> </ul>	<ul style="list-style-type: none"> <li>● SHS projected numbers, with the system we have in place, create cohorts with an average size of 13. Population will be broken in half and on campus on alternate days. All four grades present are divided into houses based on required classes, and those houses create static group rotations that travel between the same two teachers for two courses. With a student in a cohort averaging 13 in size, a student will be in that group for instruction twice and in up to two other cohorts (in contact with approximately 40 during instruction). That cohort will also be assigned together for lunch with two other assigned cohorts (approximately 40 at lunch). This ensures that students are in contact with fewer than the maximum 100 peers per week.</li> <li>● Admin and other staff will monitor restrooms as part of our building rounds to ensure distancing is occurring in all spaces. Side-by-side sinks will be taped off to ensure spacing while washing.</li> <li>● Following ODE, OHA and CDC guidance, the District maintenance staff have created a cleaning protocol. The protocol covers sections for; facility Cleaning and Disinfecting, Cleaning if Someone is Sick, Cleaning and Disinfecting of Outdoor Areas, Electronics, and Cleaning Schedules for Schools. Each school will have a checklist for signature each day.</li> <li>● As part of the training materials, all staff who interact with multiple cohorts must wash/sanitize their hands between interactions with different stable cohorts.</li> </ul>

### 1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Develop a letter or communication to staff to be shared at the start of on-site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.               <ul style="list-style-type: none"> <li>● Consider sharing school protocols themselves.</li> </ul> </li> <li><input type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case.               <ul style="list-style-type: none"> <li>● Consult with your LPHA on what meets the definition of "close contact."</li> </ul> </li> <li><input type="checkbox"/> Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.</li> <li><input type="checkbox"/> Provide all information in languages and formats accessible to the school community.</li> </ul>	<ul style="list-style-type: none"> <li>● A letter outlining the instructional model, the rationale and vision behind it and specific infection control measures will be shared with all families in their native language through print and electronically when available.</li> <li>● Additional communication regarding protocols will be shared with families and staff in August prior to the start of on-site instruction.</li> <li>● Updated communication will be shared with families at least monthly or as updated information is available throughout the school year.</li> <li>● Protocol: The District COVID Team will utilize NSSD Outbreak Response flow chart to execute the necessary communications in a timely manner in consultation and directed by the LHA.</li> <li>● Any communication sent to stakeholder groups will be sent from the District or Building level using translatable Blackboard Messaging System (SMORE). All individual communications will be translated when necessary through District Translation services.</li> </ul>

### 1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms. COVID-19 symptoms are as follows:               <ul style="list-style-type: none"> <li>● Primary symptoms of concern: cough, fever or chills, shortness of breath, or difficulty breathing.</li> <li>● Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19, but are not enough in isolation to deny entry. More information about COVID-19 symptoms is available <a href="#">from CDC</a>.</li> <li>● Emergency signs that require immediate medical attention:                   <ul style="list-style-type: none"> <li>○ Trouble breathing</li> <li>○ Persistent pain or pressure in the chest</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● The District will provide training documents that include protocols for screening staff. Anyone identified or reporting primary symptoms while on campus will follow the isolation protocols. Any staff member self report will be monitored by nursing staff and HR for reentry.</li> <li>● Screening Staff:               <ul style="list-style-type: none"> <li>○ Staff are required to report when they may have been exposed to COVID-19.</li> <li>○ Staff are required to report when they have symptoms related to COVID-19.</li> <li>○ Staff members are not responsible for screening other staff members for symptoms.</li> </ul> </li> <li>● Arrival and Entry:</li> </ul>

<ul style="list-style-type: none"> <li>o New confusion or inability to awaken</li> <li>o Bluish lips or face</li> <li>o Other severe symptoms</li> </ul> <p><input type="checkbox"/> Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian.</p> <ul style="list-style-type: none"> <li>• Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <b>Ready Schools, Safe Learners</b> guidance) and sent home as soon as possible.</li> <li>• They must remain home until 72 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving.</li> </ul> <p><input type="checkbox"/> Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days.</p> <p><input type="checkbox"/> Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.</p> <p><input type="checkbox"/> Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</p>	<ul style="list-style-type: none"> <li>o Each student will be assigned an entrance point (i.e., a specific door) to the school building.</li> <li>o They will go directly to their first content cohort (i.e., the students in their first period class) through their assigned entry door.</li> <li>o Staff will be present at each entry point to visually screen students for symptoms.</li> <li>o Breakfast will be in the classroom</li> <li>• Screening Students Upon Entry <ul style="list-style-type: none"> <li>o Staff will be assigned to each entry door to visually screen.</li> <li>o When the screening indicates that a student may be symptomatic, the student is directed to the isolation room and the office notified.</li> </ul> </li> <li>• Hand sanitizing stations will be posted in four additional locations around campus so that students can easily utilize them prior to eating lunch in assigned cohort locations. School doors will open at 7:45 or when the first bus is scheduled to arrive. Students will sanitize hands and be visually screened by a trained adult as they enter the school. Students will be required to immediately report to their first period class to minimize gathering.</li> <li>• There are transportation specific screening protocols that must be followed. See section 2i for more information.</li> </ul>
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### 1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Restrict non-essential visitors. Only allow visitors if six feet of physical distance between all people can be maintained.</li> <li><input type="checkbox"/> Visitors must wash or sanitize their hands upon entry and exit.</li> <li><input type="checkbox"/> Visitors must wear face coverings in accordance with local public health authority and <a href="#">CDC</a> guidelines.</li> <li><input type="checkbox"/> Screen all visitors for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.</li> </ul>	<ul style="list-style-type: none"> <li>• Visitors and Volunteers will be unable to work in schools or complete other volunteer activities that require in person interaction during school hours. Adults in schools will be limited to essential personnel only.</li> <li>• When allowed Visitors will sign a written acknowledgement that they are symptom free and not been exposed to COVID-19 within the preceding 14 calendar days. Visitors will have to wash or sanitize their hands upon entry and wear face coverings.</li> </ul>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Face coverings or face shields for: <ul style="list-style-type: none"> <li>• Staff who are regularly within six feet of students and/or staff <ul style="list-style-type: none"> <li>o This can include staff who support personal care, feeding, or instruction requiring direct physical contact.</li> <li>o Staff who will sustain close contact and interactions with students.</li> </ul> </li> <li>• Bus drivers.</li> <li>• Staff preparing and/or serving meals.</li> </ul> </li> <li><input type="checkbox"/> Face shields or clear plastic barriers for: <ul style="list-style-type: none"> <li>• Speech Language Pathologists, Speech Language Pathology Assistants, or other adults providing articulation therapy.</li> <li>• Front office staff.</li> </ul> </li> <li><input type="checkbox"/> Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role.</li> <li><input type="checkbox"/> <b>Students who choose not to wear face coverings must be provided access to instruction.</b></li> </ul>	<ul style="list-style-type: none"> <li>• The District will provide face coverings or face shields for: SLP, LS, SLP, Kitchen Staff. Plastic dividers will be built and provided in all school offices.</li> <li>• District nurses will be provided masks. They will also be fit tested and provided N95 protection along with face shields.</li> <li>• The District will follow version 3 guidance. All students are required to wear masks with exceptions noted in guidance.</li> <li>• The District Human Resources Department will enter an interactive process with any staff member that meets this criteria.</li> </ul>

- ADA accommodations:** If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.



**1i. ISOLATION MEASURES**

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Protocols for surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols 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.</li> <li><input type="checkbox"/> Protocols for assessment of students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day.               <ul style="list-style-type: none"> <li>● Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated.</li> <li>● Consider required physical arrangements to reduce risk of disease transmission.</li> <li>● Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.</li> </ul> </li> <li><input type="checkbox"/> Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.</li> <li><input type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</li> <li><input type="checkbox"/> Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms.               <ul style="list-style-type: none"> <li>● Symptomatic staff or students should seek COVID-19 testing from their regular physician or through the local public health authority.</li> <li>● If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.                   <ul style="list-style-type: none"> <li>○ Alternatively, a person who had a positive viral test may return to school when they have received two subsequent negative COVID-19 viral tests at least 24 hours apart and 72 hours have passed since fever is gone, without use of fever reducing medicine, and other symptoms are improving</li> </ul> </li> <li>● If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.</li> <li>● If they do not undergo COVID-19 testing, the person should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.</li> </ul> </li> <li><input type="checkbox"/> Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).</li> </ul>	<ul style="list-style-type: none"> <li>● The District Nurses, Safety and Security and Building Principals have partnered with building principals to identify appropriate isolation areas. Isolation space was selected to assure that they provide for space for a student to rest. Students will be supervised while waiting to be picked up.</li> <li>● Symptomatic students will remain at school until a designated adult can pick them up.</li> <li>● Staff will be assigned to supervise students who are symptomatic, and will need to maintain at least six feet of distance and wear facial coverings.</li> <li>● Secondary isolation areas may be identified if/as needed.</li> <li>● Logs must be maintained for every student who enters the isolation room, regardless of whether they are treated or sent home. Logs will include:               <ul style="list-style-type: none"> <li>○ Name of student</li> <li>○ Reported symptoms/reason for health room visit</li> <li>○ Action taken</li> </ul> </li> <li>● The District will include stay at home expectations to staff and families. The District Nurses will monitor any staff or student sent home to ensure they follow the ODE and OHA guidance and record all information in logs. .</li> </ul>

- Record and monitor the students and staff being isolated or sent home for the LPHA review.



## 2. Facilities and School Operations

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

### 2a. ENROLLMENT

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Enroll all students following the standard Oregon Department of Education guidelines.</li> <li><input type="checkbox"/> Do not disenroll students for non-attendance if they meet the following conditions:           <ul style="list-style-type: none"> <li>Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or</li> <li>Have COVID-19 symptoms for 10 consecutive school days or longer.</li> </ul> </li> <li><input type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Spring Registration was completed by all K-8 Buildings at the end of the 2019-20 school year. Stayton High School is preparing for online registration to be started by August 10, 2020.</li> <li>District Nurses have identified all high-risk or vulnerable populations and will work with Case Managers, Building Principals and Student Intervention Teams to support and accommodate vulnerable students.</li> <li>Students who do not attend in-person learning (when available) will be contacted by building attendance teams. Each team will work with the family to identify potential solutions to accommodate their needs. The District will be offering a Virtual School platform for all students who do not want to attend in-person school. Students who fail to show for 10 days of instruction consecutively, will be advised of this option.</li> </ul>

### 2b. ATTENDANCE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>On-Site school students:</b> Full-time and part-time students follow normal reporting policy and procedures.</li> <li><input type="checkbox"/> <b>Full-Time Online and/or Hybrid school students:</b> Full-time students who are enrolled in school and taking online and/or hybrid courses only are reported on an FTE basis using a standard record (ADMProgTypCd = 01) as identified in the Oregon Cumulative Average Daily Membership (ADM) Manual. This is an existing policy previously used in the online setting. As such, there should not be any need to reprogram student information systems to accommodate for this change and the addition of the hybrid setting.           <ul style="list-style-type: none"> <li>Note: Because the students in the online and/or hybrid setting do not regularly attend classes at the district facilities, the standard procedures for recording student days present and days absent cannot be effectively applied to those students. This will reduce accuracy of attendance data for the state while this is in effect.</li> <li>For the purposes of this section, please use the following definition and clarification: <b>Online and/or Hybrid Check-in:</b> The responsibility of taking attendance must be performed by the teacher of record. "Check-ins" with appropriately licensed instructional staff are two-way communications between the student and the teacher. A check-in does not include a student leaving a message on an answering machine or sending an email that does not receive a response from the appropriately licensed instructional staff by the end of the next school day.</li> <li>The student must check-in <b>at least</b> twice a week with their teacher(s) of record on <b>at least</b> two separate weekdays in</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>North Santiam School District (NSSD) believes what is most important at this time is our collective effort to support active engagement and provide resources to meet students and families experiencing challenges with staying connected. NSSD staff have prepared meaningful Teacher Facilitated instructional activities in our Hybrid and Comprehensive Distance Learning models. The best learning and emotional support will occur for our students when they attend scheduled interactions with their teacher(s) and/or educational assistants to the maximum extent possible.</li> <li>NSSD Hybrid and Comprehensive Distance Learning model will involve online interactions with teacher(s) and/or educational assistant(s). When appropriate support and supplemental written materials will be provided to students to support student learning.</li> <li>Students engaged in the Hybrid and CDL models are having meaningful engagement with the teacher beyond just turning in supplemental written materials or assignments to be marked as attending.</li> <li>In Grades K-5: Attendance will be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning).</li> <li>In Grades 6-12: Attendance will 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).</li> <li>Attendance includes both participation in class activities and interaction with a licensed or registered teacher during a school day or interactions with educational assistants and paraprofessionals through teacher designed and facilitated processes.</li> </ul>

order to be counted as present for all five days of that week.

- If the student only checks in once during the week, the student must be counted as absent for half of the scheduled week (2.5 days, if there are 5 days scheduled in the week).
- The student must be counted as absent for the entire week (5 days, if there are 5 days scheduled in the week) if they do not report in at all during the week.
- Note: If a district schedule is based on a 4-day school week, the student would still need to check in twice a week as described above in order to be counted as present for the entire week (4 days) and once a week to be counted as present for half of the week (2 days).
- Days in attendance may not be claimed for days in which the student did not have access to appropriately licensed instructional staff. The purpose of the rule regarding checking in with the teacher of record is to assure that the teacher can evaluate whether the student is making adequate progress in the course and the student has additional guaranteed opportunities to engage with a teacher. The responsibility of taking attendance must be performed by the teacher of record, not another staff member (e.g., the registrar or school secretary).

**Part-time students receiving online and/or hybrid instruction (not college courses):** Students who are not enrolled full-time and are taking online and/or hybrid courses offered by the school district or charter school are reported as large group instruction (program type 4), unless they are an ESD-registered homeschooled or private school student receiving supplemental coursework in public school, which are reported as shared time (program type 9). The district may count up to 1 hour per day per course taken, provided appropriately licensed teachers for the coursework taken, are available and accessible to the student during regular business hours on each school day to be claimed. Because this is online and/or hybrid instruction, attendance is based on check-ins with the student's appropriately licensed teacher(s) of record at least two times (on different days) during the school week.

- 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, communication app, text message or email;
  - A phone call between the teacher or educational assistants and the student, or, for younger students, with the parent;
  - Posting completed coursework to a learning management system or web-based platform or via email; or
  - Turning in completed coursework on a given day.
- When there is no evidence of student interaction during a 24-hour period surrounding a scheduled school day as described, students are reported as absent.

### 2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Update procedures for district-owned devices to match cleaning requirements (see section 2d of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	<ul style="list-style-type: none"> <li>● All students will be assigned a district-owned device for use in all instructional models. Students will have the option to take the device home in grade 6-12 during hybrid instruction. Student chromebook will remain at school for K-5 on-site learning.</li> <li>● Deployment of district-provided hotspots will be provided to ensure adequate internet access for all families.</li> <li>● Additional devices will be accessible for in-building use for students with broken devices or devices left at home.</li> <li>● School devices will be cleaned and sanitized between each use if shared.</li> </ul>

### 2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> <b>Handwashing:</b> All people on campus should be advised and encouraged to wash their hands frequently. <input type="checkbox"/> <b>Equipment:</b> Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. <input type="checkbox"/> <b>Events:</b> 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.	<ul style="list-style-type: none"> <li>● <b>Handwashing:</b> We will work this into our daily reminders with verbal encouragement, redirection when needed, signage, and in teacher instruction. Students will be required to sanitize hands when entering the building and prior to lunch. Adults will monitor to ensure this occurs. Students will be reminded and encouraged to sanitize hands at other times throughout the day as well. Certain courses may require students to wash hands or use hand sanitizer during class (FACS and science for example).</li> </ul>

<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Transitions/Hallways:</b> Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.</li> <li><input type="checkbox"/> <b>Personal Property:</b> Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Equipment:</b> As protocols vary from classroom to classroom, staff within department groups will have specific protocols in place for their rooms. Students will be explicitly taught expectations within the first week of returning to the building and will be reminded frequently. Signage will be provided for visual reminders and prompting.</li> <li>● <b>Events:</b> Despite the public nature of limitations, we recognize that constant communication will be needed so the community is aware of our decisions pertaining to each event. Most of the extra-curricular events will be mandated by the OSAA and the state. Our typical methods of communication will be utilized: Blackboard, social media, etc</li> <li>● <b>Transitions/Hallways:</b> School doors will open at 7:45 or when the first bus is scheduled to arrive. Students will sanitize hands and be visually screened by a trained adult as they enter the school. Students will be required to immediately report to their first period class to minimize gathering. Traffic flow in hallways will be indicated with signage and limited to one-way movement during passing periods and before/after school. At lunch, students will report to their assigned eating location and will not be allowed to leave until the bell rings. When school is dismissed, students will be required to immediately leave the building.</li> <li>● <b>Personal Property:</b> Students will not be assigned lockers to minimize congestion in the hallways and to maintain spacing. Students will be encouraged to utilize a backpack to store their personal supplies. Staff will explicitly teach these expectations to students during the first week of returning to school and will provide frequent, timely reminders. Students will be asked to label personal property.</li> </ul>
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### 2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.</li> <li><input type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times.</li> <li><input type="checkbox"/> Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li><input type="checkbox"/> Develop sign-in/sign-out protocol to help facilitate contact tracing: <ul style="list-style-type: none"> <li>● Eliminate shared pen and paper sign-in/sign-out sheets.</li> <li>● Ensure hand sanitizer is available if signing children in or out on an electronic device.</li> </ul> </li> <li><input type="checkbox"/> Install hand sanitizer dispensers near all entry doors and other high-traffic areas.</li> <li><input type="checkbox"/> Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.</li> </ul>	<ul style="list-style-type: none"> <li>● School doors will open at 7:45 or when the first bus is scheduled to arrive. Students will sanitize hands and be visually screened by a trained adult as they enter the school. Students will be required to immediately report to their first period class to minimize gathering. Traffic flow in hallways will be indicated with signage and limited to one-way movement during passing periods and before/after school. At lunch, students will report to their assigned eating location and will not be allowed to leave until the bell rings. When school is dismissed, students will be required to immediately leave the building.</li> <li>● School doors will open at 7:45 or when the first bus is scheduled to arrive. Three doors will be open for students to enter through. Students will sanitize hands and be visually screened by a trained adult as they enter the school. Students will be required to immediately report to their first period class to minimize gathering.</li> <li>● The District will build and maintain all sign-in/sign-out contact tracing logs. Classroom teachers will maintain their logs for their respective cohort or class period. Attendance taking in the Student Information System will be utilized to track student cohorts.</li> <li>● The maintenance staff has conducted school inventories and installed additional Hand Sanitizer Dispensers in key entry points through the building.</li> </ul>

### 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
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<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Seating:</b> Rearrange student desks and other seat spaces to at least six feet apart; assign seating so students are in the same seat at all times.</li> <li><input type="checkbox"/> <b>Materials:</b> 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.</li> <li><input type="checkbox"/> <b>Handwashing:</b> Remind students through signage and regular reminders from staff of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of and hands washed or sanitized immediately. <ul style="list-style-type: none"> <li>● Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Seating:</b> Measurements have been done to determine that we can accommodate a realistic number of students in classrooms to conduct class while maintaining required social distancing. The maximum number of students the smallest classroom can hold is 16 students; however, most easily accommodate 20-23. Projected cohort levels for planning are 13</li> <li>● <b>Materials:</b> As protocols vary from classroom to classroom, staff within department groups will have specific protocols in place for their rooms. Students will be explicitly taught expectations within the first week of returning to the building and will be reminded frequently. Signage will be provided for visual reminders and prompting.</li> <li>● <b>Handwashing:</b> Staff will explicitly teach these expectations to students in the first week of returning to school. We will work this into our daily reminders with verbal encouragement, redirection when needed, signage, and in teacher instruction. Students will be required to sanitize hands when entering the building and prior to lunch. Adults will monitor to ensure this occurs. Students will be reminded and encouraged to sanitize hands at other times throughout the day as well. Certain courses may require students to wash hands or use hand sanitizer during class (FACS and science for example).</li> </ul>
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## 2g. PLAYGROUNDS, FIELDS, RECESS, AND BREAKS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority’s <a href="#">Specific Guidance for Outdoor Recreation Organizations</a>).</li> <li><input type="checkbox"/> Students must wash hands before and after using playground equipment.</li> <li><input type="checkbox"/> Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect between sessions and between each group’s use.</li> <li><input type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li><input type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements.</li> <li><input type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).</li> <li><input type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts.</li> <li><input type="checkbox"/> Clean all outdoor equipment between cohorts.</li> </ul>	<ul style="list-style-type: none"> <li>● All Fields will be closed to the public and signage posted.</li> </ul>

## 2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Include meal services/nutrition staff in planning for school reentry.</li> <li><input type="checkbox"/> Staff serving meals must wear face shields or face covering (see section 1h of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li><input type="checkbox"/> Students must wash hands before meals and should be encouraged to do so after.</li> <li><input type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed.</li> <li><input type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.</li> <li><input type="checkbox"/> Adequate cleaning of tables between meal periods.</li> </ul>	<ul style="list-style-type: none"> <li>● The District has had multiple planning meetings to implement ODE, OHA guidance regarding meal service and nutrition.</li> <li>● The District Food Service Director has worked with each building principal to develop meal service and nutrition plans.</li> <li>● Students will be served breakfast and lunch in classrooms and/or eat with cohort groups.</li> <li>● All students must wash hands prior to meals or use hand sanitizer. Students will pick up food in the cafeteria and return to their classrooms to eat. Physical distancing requirements will be maintained in transit.</li> <li>● If a classroom is unable to travel to the cafeteria, cafeteria staff will deliver meals to that classroom.</li> <li>● Students will not share utensils or other items during meals.</li> </ul>

- The Cafeteria touch-points will be cleaned between stable cohorts, including tables if students are present.
- Daily cleaning logs have been created and will be monitored by the District Food Service Director.

## 2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service.</li> <li><input type="checkbox"/> Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j) of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li><input type="checkbox"/> Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing.               <ul style="list-style-type: none"> <li>• If a student displays symptoms, provide a face shield or face covering and keep student at least six feet away from others. Continue transporting the student.                   <ul style="list-style-type: none"> <li>o If arriving at school, notify staff to begin isolation measures.</li> <li>o If transporting for dismissal and the student displays an onset of symptoms, notify the school.</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.</li> <li><input type="checkbox"/> Drivers wear face shields or face coverings.</li> <li><input type="checkbox"/> Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).</li> </ul>	<ul style="list-style-type: none"> <li>• The District has had multiple planning meetings to implement ODE, OHA guidance regarding transportation.</li> <li>• The District has worked with the transportation department to develop district level routes, training, and updates.</li> <li>• Route times may differ slightly from prior year to accommodate social distancing and staggered arrival times.</li> <li>• Parents are encouraged to provide family transportation if possible to limit an additional cohort group for their children.</li> <li>• Bus routes will be adjusted to support cohorting students and physical distancing, including:               <ul style="list-style-type: none"> <li>o three feet of physical distance between passengers</li> <li>o six feet of physical distance between the driver and passengers (except during boardAll bus drivers will keep daily student logs (See Section 1a)</li> </ul> </li> <li>• The School Nurse will support the training for bus drivers to maintain logs.</li> <li>• All drivers will wear face shields or the equivalent.</li> <li>• Buses will be cleaned and wiped down between each route daily.</li> <li>• If a student displays symptoms, provide a face shield or face covering and keep the student at least 6 feet away from others. Continue transporting the student.               <ul style="list-style-type: none"> <li>• If arriving at school, notify staff to begin isolation protocols.</li> <li>• If transporting for dismissal and the student displays an onset of symptoms, notify the school.</li> </ul> </li> </ul>

## 2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (<a href="#">CDC guidance</a>) environments, including classrooms, cafeteria settings, restrooms, and playgrounds.</li> <li><input type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.</li> <li><input type="checkbox"/> Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. For example, do not use fans if doors and windows are closed and the fans are recirculating the classroom air.</li> <li><input type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.</li> <li><input type="checkbox"/> Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see <a href="#">CDC's guidance on disinfecting public spaces</a>).</li> <li><input type="checkbox"/> Air circulation and filtration are helpful factors in reducing airborne viruses. Consider modification or enhancement of building ventilation where feasible (see <a href="#">CDC's guidance on ventilation and filtration</a> and <a href="#">American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance</a>).</li> </ul>	<ul style="list-style-type: none"> <li>• Following ODE, OHA and CDC guidance, the District maintenance staff have created a cleaning protocol.</li> <li>• The protocol covers sections for; facility Cleaning and Disinfecting, Cleaning if Someone is Sick, Cleaning and Disinfecting of Outdoor Areas, Electronics, and Cleaning Schedules for Schools Specific times are specified to clean high touch surfaces and areas.</li> <li>• Each school will have a checklist for signature each day. Day shift Custodial duties will be modified to prioritize for cleaning between cohort activities.</li> <li>• Additional training will be provided to Custodial Staff to refresh/familiarize with disinfectants. Logs will be used for tracking room cleaning.</li> <li>• Ventilation will be modified where possible to increase outside air. Fans will not be used in rooms where there are no operable windows. All ventilation systems will be checked on a weekly basis.</li> <li>• Where possible, we will increase outside air into the ventilation systems.</li> <li>• All air filters throughout the district have been replaced and will be monitored monthly. Ventilation will be modified where possible to increase outside air.</li> </ul>

## 2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs.</li> <li><input type="checkbox"/> Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).</li> <li><input type="checkbox"/> Prioritize immunizations and other needed health services for students, including behavioral health and reproductive health services.</li> </ul>	<ul style="list-style-type: none"> <li>• The Health Services are essential to ensuring the safety of students and staff. Health Services staff play an essential role on the District COVID Team. The execution of the Districts Communicable Disease Plan will be vital to the safety of our students and staff. Responding to students and staff that are directed to isolation rooms, partnering with buildings to support our medically fragile students, training staff and being in direct communication with LPHA will be critical.</li> <li>• Nursing is part of the district-wide team for creating and monitoring the plan.</li> <li>• School Nurses work in conjunction with building Office Managers to monitor compliance with immunizations and other health services for students.</li> </ul>



### 3. Response to Outbreak

#### 3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.</li> <li><input type="checkbox"/> Establish a specific emergency response framework with key stakeholders.</li> <li><input type="checkbox"/> When new cases are identified in the school setting, and the incidence is low, the LPHA will provide a direct report to the district nurse, or designated staff, on the diagnosed case(s). Likewise, the LPHA will impose restrictions on contacts.</li> </ul>	<ul style="list-style-type: none"> <li>• The District has made contact with the LPHA to establish communication channels. Our current Communicable Disease Plan identifies an emergency response framework (attached to the District Operational Blueprint) and the reporting of novel viruses to a district nurse.</li> </ul>

#### 3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Follow the district’s or school’s outbreak response protocol. Coordinate with the LPHA for any outbreak response.</li> <li><input type="checkbox"/> If anyone who has been on campus is known to have been diagnosed with COVID-19, report the case to and consult with the LPHA regarding cleaning and possible classroom or program closure.</li> <li><input type="checkbox"/> Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students.</li> <li><input type="checkbox"/> When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district.</li> <li><input type="checkbox"/> Modify, postpone, or cancel large school events as coordinated with the LPHA.</li> <li><input type="checkbox"/> If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students.</li> <li><input type="checkbox"/> Continue to provide meals for students.</li> <li><input type="checkbox"/> Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families.</li> </ul>	<ul style="list-style-type: none"> <li>• The District has established a Response to Outbreak flowchart to efficiently respond to an outbreak.</li> <li>• A District nurse will be responsible for reporting any cases to the LPHA and the District COVID Team (Superintendent, Human Resource, Associate Superintendent, Nurses, Safety and Security) will work collaboratively to respond to any guidance/direction of the LPHA.</li> <li>• The District has consulted with each building to implement Short-Term Distance Learning and Comprehensive Distance Learning Models. Short-Term Distance Learning will mirror Comprehensive Distance Learning Models.</li> <li>• The District COVID Team will assemble to consider when cases are identified in the local region.</li> <li>• The District will follow ODE and OHA guidance on when it is safe to reenter on-site / hybrid instruction and provide this communication two weeks before reentry.</li> </ul>

#### 3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Plan instructional models that support all learners in Comprehensive Distance Learning.</li> <li><input type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow <a href="#">CDC guidance</a> for classrooms, cafeteria settings, restrooms, and playgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>• The District will be starting the 2020-21 school year in Comprehensive Distance Learning. When we are able to return to a hybrid model and have an outbreak, the District will be prepared to transition back to Comprehensive Distance Learning.</li> <li>• All District buildings will be cleaned following CDC guidance (attached to the District Operational Blueprint) and consultation will</li> </ul>

- Communicate with families about options and efforts to support returning to On-Site instruction.
- Follow the LPHA guidance to begin bringing students back into On-Site instruction.
  - Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.

occur with the LPHA to ensure the district can safely return to on-site instruction in compliance with ODE metrics.



## 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.*

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

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



### 4. Equity



### 5. Instruction



### 6. Family and Community Engagement



### 7. Mental, Social, and Emotional Health



## 8. Staffing and Personnel

### Assurance Compliance and Timeline

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

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

**2019-20 BOARD FINANCIALS - GENERAL FUND  
REVENUE AND EXPENSE PROJECTIONS**

REVENUES:	ACTUALS												Totals	Budget	% of Budget	
	July	August	September	October	November	December	January	February	March	April	May	June				
Local Sources																
Property taxes -R1111:R1112	19,156	36,460	16,286	11,173	5,451,758	348,257	52,068	28,614	123,756	24,917	18,051	154,575	6,285,070	6,210,000	101.21%	
Tuition other districts in the state (R1312)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!	
Investment Earnings -R1510	56,968	17,964	17,799	16,888	18,950	25,882	26,420	21,025	20,193	16,222	13,800	9,743	261,855	189,915	137.88%	
Admissions, Fees, Rents, R1710:R1910 & R1330	0	23	151	13,356	8,050	166	4,111	2,916	59	6,781	496	1,992	38,100	52,500	72.57%	
Other local Sources R1940:R1990	503	625	3,664	175	35	1,031	89	10,196	30	0	1,452	25,864	43,664	35,000	124.76%	
0													0			
County School Funds R2101	0	0	0	0	0	0	0	0	54,544	0	0	0	54,544	45,000	121.21%	
Restricted Revenue - PTP R2200 & R3299	0	0	1,000	0	0	300	0	235	0	0	0	0	1,535	0		
WESD Regional Transit (2106)	0	0	0	0	0	0	0	0	0	0	0	0	0	10,000	0.00%	
WESD Transit Fund R2102	0	0	0	0	0	155,000	0	156,174	0	155,000	0	155,000	621,174	640,000	97.06%	
State Sources													0			
School Support Fund R3101	2,657,691	1,328,048	1,328,048	1,328,048	1,328,048	1,328,048	1,328,048	1,330,731	1,330,731	1,398,576	1,329,799	0	16,015,816	15,940,335	100.47%	
School Support Fund High School Disability	0	0	0	0	0	0	0	0	0	0	197,231	0	197,231	10,000		
St Sch Fd-Prior Year Adjustment R3101.5											(144,360)	0	(144,360)	(50,000)	288.72%	
Common School Fund R3103	0	0	0	0	0	0	0	0	108,803	0	0	108,803	217,605	214,950	101.24%	
State Timber R3104	0	0	0	0	0	11,613	0	0	0	40,826	1,551	0	53,990	250,000	21.60%	
Federal Sources													0			
Restricted Revenue - Fed Gov. to State 4500	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Federal Forest Fees R4801	0	0	0	0	0	0	0	0	0	0	9,648	0	9,648	7,500		
Interfund Transfers													0			
Beginning Fund Balance - est R5400	2,405,852	0	0	0	0	0	0	0	0	0	0	0	2,405,852	2,000,000	120.29%	
Total Monthly Revenue	2,734,318	1,383,120	1,366,949	1,369,639	6,806,841	1,870,297	1,410,736	1,549,890	1,638,117	1,642,322	1,427,669	455,976	26,061,726	26,061,726	101.98%	
Cumulative Revenue	5,140,170	6,523,290	7,890,239	9,259,878	16,066,719	17,937,016	19,347,752	20,897,642	22,535,759	24,178,081	25,605,750	26,061,726	26,061,726	25,555,200	101.79%	
EXPENDITURES BY OBJECTS																
100 Salaries	221,913	259,975	1,005,668	978,791	971,407	967,733	946,221	941,984	976,284	973,534	938,568	2,350,153	11,532,230	11,771,481	97.97%	
200 Employee Benefits	120,466	159,697	701,052	621,465	598,483	605,229	608,897	617,559	624,716	631,187	614,463	1,589,237	7,492,452	8,123,841	92.23%	
300 Purchased Services	56,873	103,175	162,771	227,274	276,152	231,227	315,475	300,675	267,228	195,543	171,122	350,273	2,657,786	3,105,316	85.59%	
400 Supplies	34,135	53,917	82,340	102,268	47,929	23,675	86,629	44,063	33,802	32,000	19,828	61,898	622,485	802,182	77.60%	
500 Capital Outlay	0	0	0	0	0	0	0	0	0	6,777	0	115,749	122,526	84,650	0.00%	
600 Dues, Fees, Other	237,217	(24,213)	21,187	1,273	1,497	553	7,135	969	68,773	4,024	3,513	5,075	327,004	379,730	86.11%	
700 Transfers to other Funds	0	0	0	0	0	0	0	0	0	0	0	218,000	218,000	18,000	1211.11%	
800 Contingency/Unappropriated		0	0	0	0	0	0	0					0	1,270,000	0.00%	
Total Monthly Expenditure	670,604	552,551	1,973,019	1,931,071	1,895,467	1,828,416	1,964,357	1,905,250	1,970,803	1,843,065	1,747,494	4,690,385	22,972,483	25,555,200		
Cumulative Expenditure	670,604	1,223,155	3,196,174	5,127,245	7,022,712	8,851,129	10,815,486	12,720,736	14,691,540	16,534,605	18,282,098	22,972,483	22,972,483	25,555,200	89.89%	
EXPENDITURES BY FUNCTION																
1000 - Instruction	22,767	51,197	1,159,559	1,154,029	1,169,039	1,208,421	1,109,713	1,145,646	1,190,392	1,158,988	1,096,890	3,261,507	13,728,147	14,494,990	94.71%	
2000 - Support Services	599,523	501,355	813,310	777,050	726,429	619,876	850,101	759,604	711,761	684,077	650,604	1,210,878	8,904,566	9,639,344	92.38%	
3000 - Community Services	2,374	0	150	(7)	0	120	400	0	86	0	0	0	3,123	13,866	22.52%	
5000 - Debt Service / Transfers	45,940	0	0	0	0	0	4,144	0	68,564	0	0	218,000	336,648	137,000	245.73%	
6000 - Contingencies	0	0	0	0	0	0	0	0	0	0	0	0	0	800,000		
7000 - Unappropriated Balance	0	0	0	0	0	0	0	0	0	0	0	0	0	470,000	0.00%	
Total Monthly Expenditure	670,604	552,551	1,973,019	1,931,071	1,895,467	1,828,416	1,964,357	1,905,250	1,970,803	1,843,065	1,747,494	4,690,385	22,972,483	25,555,200		
Cumulative Expenditure	670,604	1,223,155	3,196,174	5,127,245	7,022,712	8,851,129	10,815,486	12,720,736	14,691,540	16,534,605	18,282,098	22,972,483	22,972,483	25,555,200	89.89%	
Month End Balance	4,469,566	5,300,135	4,694,065	4,132,633	9,044,006	9,085,887	8,532,265	8,176,906	7,844,219	7,643,476	7,323,652	3,089,243				

**2019-20 BOARD FINANCIALS - FOOD SERVICE  
REVENUE AND EXPENSE PROJECTIONS**

	ACTUAL												Totals	Budget	% of Budget
REVENUES:	July	August	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June			
Local Sources															
Daily Sales- 1610	204	604	26,713	25,637	21,688	20,323	19,162	23,000	17,050	133	36	44	154,593	260,838	59.27%
Special Functions 1630	0	0	768	0	0	0	159	0	0	0	0	0	927	1,500	61.83%
Service Fee To Other Dist 1940	35	35	35	0	0	0	0	0	2,674	0	0	0	2,779	5,000	
Miscellaneous-1960 1990	0	1,774	0	138	0	0	387	0	400	125	219	698	3,740	9,600	38.96%
Rebates/Refunds-1990-002/3	250	300	113	0	0	0	105	0	0	0	536	589	1,893	2,000	
Contracted Serv 1990-025	0	0	0	14	0	0	0	194	0	0	0	0	208	5,000	
Intermediate Sources 2200	0	0	0	0	0	3,281	0	0	0	0	0	0	3,281	4,500	72.91%
Farm to School 3299-900	0	0	0	0	0	0	0	0	1,063	0	0	0	1,063	8,000	13.29%
State Sources - Lunch Match 3102	0	0	0	0	0	0	0	0	0	0	0	0	0	20,000	0.00%
Federal Sources	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.00%
Breakfast 4513.900	0	0	0	0	20,655	40,258	0	32,704	0	28,269	0	0	121,885	225,000	54.17%
CN Brkfst .30 addtl 4511.030	0	1,871	0	0	0	544	0	0	1,093	0	984	5,292	9,784	5,000	0.00%
Child Nutrition Lunch 4515 (8)	0	0	0	0	54,068	103,359	0	89,615	0	75,069	0	(8,738)	313,373	533,136	58.78%
CN Lunch .40 Addtl 4512-040	0	4,093	0	0	0	1,263	0	0	2,398	0	0	7,936	15,690	12,000	
Child Nutrition Snack 4518.900	0	0	0	0	96	219	0	235	0	176	0	0	725	125	
CACFP Adult Food 4520	1,574	0	0	0	2,228	4,027	0	1,791	1,944	3,181	290	193	15,228	36,000	42.30%
Summer Lunch 4525 & 4526	0	1	12,810	0	0	173	0	0	0	0	91,688	118,352	223,024	17,200	1296.65%
USDA Commodities	0	0	0	0	0	0	0	0	0	0	0	58,081	58,081	70,000	82.97%
Beginning Fund Bal - est R5400	(9,825)												(9,825)	25,000	
Transfers In												15,000	15,000	15,000	
Total Monthly Revenue	2,063	8,677	40,439	25,789	98,734	173,447	19,814	147,538	26,622	106,952	93,752	197,447	916,450		
Cumulative Revenue	(7,762)	915	41,354	67,143	165,877	339,324	359,138	506,676	533,298	640,250	734,003	931,450	916,450	1,254,899	73.03%
<b>EXPENDITURES BY OBJECTS</b>															
100 Salaries	4,843	6,087	27,363	23,995	24,558	27,873	19,423	25,758	25,608	31,421	25,019	63,197	305,143	312,770	97.56%
200 Employee Benefits	3,569	4,348	27,021	19,462	21,706	22,888	17,484	23,568	21,965	25,100	22,015	58,333	267,458	312,354	85.63%
300 Purchased Services	0	567	947	1,257	870	353	910	2,340	1,112	302	(147)	603	9,116	22,690	40.18%
400 Supplies	1,656	9,768	50,629	48,364	47,238	27,870	49,191	50,607	41,197	16,592	11,815	76,623	431,549	579,885	74.42%
500 Capital Outlay	0	0	0	2,278	0	4,068	0	0	0	0	0	(1,968)	4,378	20,000	0.00%
600 Dues, Fees, Other	0	3,482	48	0	0	0	0	0	3,940	0	0	0	7,471	7,200	103.76%
Total Monthly Expenditure	10,068	24,253	106,008	95,355	94,372	83,052	87,008	102,273	93,822	73,415	58,701	196,788	1,025,115	1,254,899	
Cumulative Expenditure	10,068	34,321	140,329	235,684	330,056	413,108	500,117	602,389	696,211	769,626	828,327	1,025,115	1,025,115	1,254,899	81.69%
<b>EXPENDITURES BY FUNCTION</b>															
3110- Service Area Direction	7,727	7,727	10,823	7,823	7,823	12,780	0	11,665	9,827	12,281	9,361	10,141	107,979	92,117	117.22%
3120 Food Prep & Dispense	2,341	16,526	95,185	87,532	86,549	70,273	87,008	90,608	83,995	61,134	49,340	186,647	917,136	1,162,782	78.87%
Total Monthly Expenditure	10,068	24,253	106,008	95,355	94,372	83,052	87,008	102,273	93,822	73,415	58,701	196,788	1,025,116	1,254,899	
Cumulative Expenditure	10,068	34,321	140,329	235,684	330,056	413,109	500,117	602,389	696,211	769,626	828,328	1,025,116	1,025,116	1,254,899	81.69%
Month End Balance	(17,830)	(33,406)	(98,975)	(168,541)	(164,179)	(73,784)	(140,979)	(95,713)	(162,913)	(129,376)	(94,324)	(93,665)			

**2019-20 BOARD FINANCIALS - FOOD SERVICE  
REVENUE AND EXPENSE PROJECTIONS**

(106,245)
(2,221)
(5,860)
(107)
(4,792)
(1,219)
(6,937)
(20,000)
0
(103,115)
4,784
(219,763)
3,690
600
(20,772)
205,824
(11,919)
(34,825)
0
(338,449)
7,626
44,897
13,574
148,336
15,622
(271)
229,784
229,784
(15,862)
245,646
229,783
229,783

**2020-21 PROJECTION - FOOD SERVICE  
REVENUE AND EXPENSE PROJECTIONS**

	ACTUAL		PROJECTED										Totals	Budget	% of Budget			
	July	August	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June						
<b>REVENUES:</b>																		
Local Sources																		
Daily Sales- 1610	0	25	2,500	2,500	30,000	30,000	30,000	30,000	25,000	40,000	30,000	1,000	221,025	260,838	84.74%	(39,813)		
Special Functions 1630	0	0	0	0	0	0	159	0	0	0	0	0	159	1,500	10.63%			
Service Fee To Other Dist 1940	0	0	35	0	0	0	0	0	2,000	0	0	0	2,035	5,000		(2,965)		
Miscellaneous-1960 1990	0	642	0	191	0	0	387	0	400	0	0	0	1,620	9,600	16.88%	(7,980)		
Rebates/Refunds-1990-002/3	0	40	113	300		0	105	0	300	0	0	300	1,158	2,000		(842)		
Contracted Serv 1990-025	0	0	0	0	0	0	0	1,500	0	0	0	0	1,500	5,000		(3,500)		
Intermediate Sources 2200	0	0	0	0	0	3,281	0	0	0	0	0	0	3,281	4,500	72.91%	(1,219)		
Farm to School 3299-900	0	0	0	0	0	0	0	0	8,000	0	0	0	8,000	8,000	100.00%	0		
State Sources - Lunch Match 3102	0	0	0					0	0				0	20,000	0.00%	(20,000)		
Federal Sources	0	0	0							0			0	0	0.00%	0		
Breakfast 4513.900	0	0	0	0	42,500	42,500	42,500	42,500	42,500	42,500	42,500	12,000	309,500	225,000	137.56%	84,500		
CN Brkfst .30 addtl 4513.030	0	1,871	0	0	0	544	0	0	1,093	0	0	0	3,508	5,000	0.00%	(1,492)		
Child Nutrition Lunch 4515 (8)	0	0	0	80,000	80,000	105,000	0	95,000	0	80,000	80,000	15,000	535,000	533,136	100.35%	1,864		
CN Lunch .40 Addtl 4515-040	0	5,000	0	0	0	2,500	0	0	2,500	0	2,500	0	12,500	12,000		500		
Child Nutrition Snack 4518.900	0	0	0	0	0	219	0	235	0	176	202	0	831	125		706		
CACFP Adult Food 4520	0	47,788	40,000	0	4,100	4,100	4,100	4,100	4,100	4,100	4,100	0	116,488	36,000	323.58%	80,488		
Summer Lunch 4525	0	1	2,500	0	0	0	0	0	0	0	0	0	2,501	17,200	14.54%	(14,699)		
USDA Commodities	0	0	0	0	0	0	0	0	0	0	0	0	0	70,000	0.00%	(70,000)		
Beginning Fund Bal - est R5400	(93,665)												(93,665)	25,000		(118,665)		
Transfers In												25,000	25,000	15,000		10,000		
Total Monthly Revenue	0	55,366	45,148	25,789	156,600	188,145	77,252	173,335	85,893	166,776	159,302	53,300	1,125,442			(129,457)		
<b>Cumulative Revenue</b>	<b>(93,665)</b>	<b>(38,299)</b>	<b>6,849</b>	<b>32,638</b>	<b>189,238</b>	<b>377,383</b>	<b>454,634</b>	<b>627,969</b>	<b>713,862</b>	<b>880,638</b>	<b>1,039,940</b>	<b>1,093,240</b>	<b>1,125,442</b>	<b>1,254,899</b>	89.68%			
<b>EXPENDITURES BY OBJECTS</b>																		
100 Salaries	13,658	7,500	27,000	27,000	27,000	27,000	27,000	27,000	27,000	27,000	27,000	64,945	329,103	312,770	105.22%	(16,333)		
200 Employee Benefits	6,799	4,450	32,500	27,200	27,200	27,200	27,200	27,200	27,200	27,200	27,200	68,755	330,104	312,354	105.68%	(17,749)		
300 Purchased Services	345	1,250	1,250	1,250	1,250	1,000	1,000	3,000	1,000	1,000	4,000	4,000	20,345	22,690	89.67%	2,345		
400 Supplies	5,899	15,000	50,500	50,500	50,500	50,500	50,500	50,310	50,500	50,500	50,000	20,000	494,709	579,885	85.31%	85,176		
500 Capital Outlay	0	0	0	0	0	0	0	0	0	0	20,000	0	20,000	20,000	0.00%	0		
600 Dues, Fees, Other	125	3,500	0	0	0	0	0	0	3,500	0	0	0	7,125	7,200	98.96%	75		
Total Monthly Expenditure	26,826	31,700	111,250	105,950	105,950	105,700	105,700	107,510	109,200	105,700	128,200	157,700	1,201,386	1,254,899		53,513		
<b>Cumulative Expenditure</b>	<b>26,826</b>	<b>58,526</b>	<b>169,776</b>	<b>275,726</b>	<b>381,676</b>	<b>487,376</b>	<b>593,076</b>	<b>700,586</b>	<b>809,786</b>	<b>915,486</b>	<b>1,043,686</b>	<b>1,201,386</b>	<b>1,201,386</b>	<b>1,254,899</b>	95.74%	53,513		
<b>EXPENDITURES BY FUNCTION</b>																		
3110- Service Area Direction	9,656	9,700	11,000	9,600	9,600	9,600	9,600	9,600	9,600	9,600	9,600	9,600	116,756	92,117	126.75%	(24,639)		
3120 Food Prep & Dispense	17,170	22,000	100,250	96,350	96,350	96,100	96,100	97,910	99,600	96,100	118,600	148,100	1,084,630	1,162,782	93.28%	78,152		
Total Monthly Expenditure	26,826	31,700	111,250	105,950	105,950	105,700	105,700	107,510	109,200	105,700	128,200	157,700	1,201,386	1,254,899		53,513		
<b>Cumulative Expenditure</b>	<b>26,826</b>	<b>58,526</b>	<b>169,776</b>	<b>275,726</b>	<b>381,676</b>	<b>487,376</b>	<b>593,076</b>	<b>700,586</b>	<b>809,786</b>	<b>915,486</b>	<b>1,043,686</b>	<b>1,201,386</b>	<b>1,201,386</b>	<b>1,254,899</b>	95.74%	53,513		
<b>Month End Balance</b>	<b>(120,491)</b>	<b>(96,825)</b>	<b>(162,927)</b>	<b>(243,088)</b>	<b>(192,438)</b>	<b>(109,994)</b>	<b>(138,442)</b>	<b>(72,617)</b>	<b>(95,924)</b>	<b>(34,848)</b>	<b>(3,746)</b>	<b>(108,146)</b>						

**2020-21 BOARD FINANCIALS - GENERAL FUND  
REVENUE AND EXPENSE PROJECTIONS**

	ACTUALS	PROJECTED											Totals	Budget	% of Budget		
	July	August	September	October	November	December	January	February	March	April	May	June					
<b>REVENUES:</b>																	
Local Sources																	
Property taxes -R1111:R1112	7,303	36,460	16,286	12,000	5,640,000	346,000	63,000	30,000	130,000	24,917	20,050	154,575	6,480,590	6,480,000	100.01%		
Tuition other districts in the state (R1312)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!		
Investment Earnings -R1510	7,800	10,000	15,000	14,000	16,000	16,000	15,000	15,000	15,000	15,000	15,000	15,000	9,743	163,543	200,000	81.77%	
Admissions, Fees, Rents, R1710:R1910 & R1330	(4)	20	150	5,000	8,050	166	4,111	2,900	0	0	115	1,992	22,500	22,500	100.00%		
Other local Sources R1940:R1990	394	625	3,664	175	35	1,031	89	10,196	30	0	1,452	14,800	32,492	32,500	99.97%		
0													0				
County School Funds R2101	0	0	0	0	0	0	0	0	45,000	0	0	0	45,000	45,000	100.00%		
Restricted Revenue - PTP R2200 & R3299	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
WESD Regional Transit (2106)	0	0	0	0	0	1,000	0	1,000	0	0	0	0	2,000	2,500	80.00%		
WESD Transit Fund R2102	0	0	0	0	0	150,000	0	150,000	0	150,000	0	150,000	600,000	600,000	100.00%		
State Sources																	
School Support Fund R3101	2,749,922	1,386,958	1,386,958	1,386,958	1,386,958	1,386,958	1,386,958	1,386,958	1,386,958	1,386,958	1,386,958	0	16,619,502	16,619,511	100.00%		
School Support Fund High School Disability	0	0	0	0	0	0	0	0	0	0	10,000	0	10,000	10,000			
St Sch Fd-Prior Year Adjustment R3101.5		0							0	0	(200,000)	0	(200,000)	(200,000)	100.00%		
Common School Fund R3103	0	0	0	0	0	0	0	0	110,039	0	0	110,039	220,078	220,078	100.00%		
State Timber R3104	0	0	0	0	0	25,000	0	0	30,000	40,000	50,000	0	145,000	250,000	58.00%		
Federal Sources																	
Restricted Revenue - Fed Gov. to State 4500	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
Federal Forest Fees R4801	0	0	0	0	0	0	0	0	0	0	10,000	0	10,000	10,000			
Interfund Transfers													200,000	200,000	200,000		
Beginning Fund Balance - est R5400	2,055,000	0	0	0	0	0	0	0	0	0	0	0	2,055,000	2,055,000	100.00%		
Total Monthly Revenue	2,765,415	1,434,063	1,422,059	1,418,133	7,051,043	1,926,155	1,469,158	1,596,054	1,717,027	1,616,875	1,293,575	641,149	26,405,705	26,405,705	99.47%		
<b>Cumulative Revenue</b>	<b>4,820,415</b>	<b>6,254,478</b>	<b>7,676,537</b>	<b>9,094,670</b>	<b>16,145,712</b>	<b>18,071,867</b>	<b>19,541,025</b>	<b>21,137,079</b>	<b>22,854,106</b>	<b>24,470,981</b>	<b>25,764,556</b>	<b>26,405,705</b>	<b>26,405,705</b>	<b>26,547,089</b>	101.79%		
<b>EXPENDITURES BY OBJECTS</b>																	
100 Salaries	227,425	275,000	1,100,000	990,000	990,000	990,000	990,000	990,000	990,000	990,000	990,000	2,565,500	12,087,925	12,210,326	99.00%		
200 Employee Benefits	141,659	175,000	850,000	685,000	685,000	685,000	685,000	685,000	685,000	690,000	690,000	1,765,000	8,421,659	8,545,740	98.55%		
300 Purchased Services	36,612	103,175	310,000	227,274	276,152	231,227	315,475	310,000	310,000	310,000	315,000	375,000	3,119,914	3,169,148	98.45%		
400 Supplies	38,428	53,917	82,340	102,268	50,000	50,000	100,000	44,063	50,000	50,000	40,000	100,000	761,017	798,250	95.34%		
500 Capital Outlay	0	0	0	0	0	0	0	0	0	6,777	0	100,000	106,777	109,650	0.00%		
600 Dues, Fees, Other	260,162	20,000	21,187	1,273	1,497	553	7,135	969	40,000	4,024	3,513	20,000	380,315	385,975	98.53%		
700 Transfers to other Funds	0	0	0	0	0	0	0	0	0	0	0	28,000	28,000	28,000	100.00%		
800 Contingency/Unappropriated		0	0	0	0	0	0	0					0	1,300,000	0.00%		
Total Monthly Expenditure	704,286	627,092	2,363,527	2,005,816	2,002,649	1,956,779	2,097,610	2,030,032	2,075,000	2,050,801	2,038,513	4,953,500	24,905,606	26,547,089			
<b>Cumulative Expenditure</b>	<b>704,286</b>	<b>1,331,378</b>	<b>3,694,905</b>	<b>5,700,721</b>	<b>7,703,370</b>	<b>9,660,149</b>	<b>11,757,759</b>	<b>13,787,792</b>	<b>15,862,792</b>	<b>17,913,593</b>	<b>19,952,106</b>	<b>24,905,606</b>	<b>24,905,606</b>	<b>26,547,089</b>	93.82%		
													0				
<b>EXPENDITURES BY FUNCTION</b>																	
1000 - Instruction	20,683	82,000	1,290,060	1,208,947	1,219,038	1,225,030	1,242,965	1,225,030	1,200,800	1,270,801	1,258,513	3,725,767	14,969,634	15,151,413	98.80%		
2000 - Support Services	638,124	545,092	1,073,317	795,769	783,611	731,630	850,101	805,002	805,550	780,000	780,000	1,199,733	9,787,929	9,937,476	98.50%		
3000 - Community Services	0	0	150	1,100	0	120	400	0	86	0	0	0	1,856	10,700	17.35%		
5000 - Debt Service / Transfers	45,479	0	0	0	0	0	4,144	0	68,564	0	0	28,000	146,187	147,500	99.11%		
6000 - Contingencies	0	0	0	0	0	0	0	0	0	0	0	0	0	800,000			
7000 - Unappropriated Balance	0	0	0	0	0	0	0	0	0	0	0	0	0	500,000	0.00%		
Total Monthly Expenditure	704,286	627,092	2,363,527	2,005,816	2,002,649	1,956,780	2,097,610	2,030,032	2,075,000	2,050,801	2,038,513	4,953,500	24,905,606	26,547,089			
<b>Cumulative Expenditure</b>	<b>704,286</b>	<b>1,331,378</b>	<b>3,694,905</b>	<b>5,700,721</b>	<b>7,703,370</b>	<b>9,660,150</b>	<b>11,757,760</b>	<b>13,787,792</b>	<b>15,862,792</b>	<b>17,913,593</b>	<b>19,952,106</b>	<b>24,905,606</b>	<b>24,905,606</b>	<b>26,547,089</b>	93.82%		
<b>Month End Balance</b>	<b>4,116,129</b>	<b>4,923,100</b>	<b>3,981,631</b>	<b>3,393,949</b>	<b>8,442,343</b>	<b>8,411,718</b>	<b>7,783,266</b>	<b>7,349,287</b>	<b>6,991,314</b>	<b>6,557,388</b>	<b>5,812,450</b>	<b>1,500,099</b>					



**COMMUNITY ENGAGEMENT MEETING MINUTES**  
**Santiam Meeting Room**  
**August 5, 2020 @ 9:30**

Committee Objective: In doing what is best for all kids, the CE Committee will define and implement effective community engagement activities and strategies that will actively engage community members and parents within our schools in order to propel the District toward providing the best facilities and learning environments.

Committee Chair: Tass Morrison Committee Members: Andy Gardner, Dave Bolin, Alisha Oliver, Mike Miller, Gary Rychard, Janine Moothart, Susy Saray, Alan Kirby, Debi Brazelton, Mike Vetter and Tonia Whisman

The Committee Chair called the meeting to order at 9:30 am in the Santiam Room at the District Office. Social distancing guidelines were followed. Those present included: Andy Gardner, Mike Miller, Janine Moothart, Alan Kirby, Tonia Whisman and Susy Saray (via phone).

**AGENDA**

**1. Brochure/Website Update:**

- a. **Brochures/Janine** – all District brochures have been updated and are currently being translated. Janine and Tass will work to begin distributing them to community locations.
- b. **Website/Tonia** – the website has been updated to include new sections regarding COVID-19, School Planning, Options Academy/20-21 learning options and Free & Reduced lunch applications (fillable form). Coming soon will be the 20-21 Operational Blueprints and links to both online and/or printable registration forms.

**2. Back To School Communication Webinar**

Janine and Tonia shared key take-aways from a webinar they recently watched regarding back to school communication plans. One of the key points that was stressed was to continually focus on self-care during stressful times. Alan noted there will be a seminar on August 12 entitled “Solutions for Educators: Dealing with Trauma During Difficult Times”. It is being presented by the Oregon Assoc. for Career and Technical Education and the Oregon Education Assoc. He offered to share the link with committee members.

**3. 2020-21 Communication Plan (what, how often, year-end report, etc)**

- a. **Key take-aways from questions, concerns, comments at Chamber Greeters**
- b. **Parent Communication: Comprehensive Distance Learning (CDL) & NSSD Options Academy (Fuel Ed)**

Andy indicated administrators are working to put together a Q & A that will help parents clearly distinguish the difference between CDL and the solely virtual learning that will be available through Options Academy. In addition, it was noted that messaging should include the following points:

- School cannot soon return to “pre-COVID” status. For example, some things that were available last year may not happen this year (i.e. drama/music productions, full offering of electives, opportunity to play three separate sports throughout the year, etc).
- Distance learning will look different than it did last spring. There is much more guidance and structure from ODE regarding how schools can provide instruction and students will be earning letter grades instead of just pass/fail marks. It will be more rigorous in large part because teachers have the opportunity to be more preparative and purposeful with their planning and collaborative with their peers.

Janine will begin working on a draft communication plan for the 2020-21 school year and bring it back to the Committee for input. She will begin gathering information for the 2019-20 annual report once things have begun to settle down and staff have<sup>97</sup> more time to get her the information she needs.

#### **4. Board Videos**

The following topics were suggested for future board communication videos:

- a. District Adopted 2020-21 Budget/Fiscal Conservatism of Board & District Admin.**
- b. SHS ODOT interns (CTE Program)**
- c. Completion of SHS construction project house and preparations for house #3**
- d. Health/Safety/Cleaning Protocols** – this may be helpful to alleviate parent concerns about the eventual return to in-person school.

#### **5. 20-21 CE Committee meeting dates/calendar**

The Committee agreed to keep the schedule the same for the time being. Meeting dates, barring any conflicts, will occur on the 1<sup>st</sup> Tues of every month at 10:30 - Sept 1, Oct 6, Nov 3, Dec 1, Jan 5, Feb 2, March 2, April 6, May 4 and June 8. Meetings may be held virtually until in-person restrictions have been lifted. The meeting calendar is available on the District website.

#### **6. Article ideas/timelines for Statesman Journal/Our Town**

- **Completion of SHS construction project house and preparations for house #3**
- **SHS ODOT interns (CTE Program)**

#### **Items for the next agenda:**

- **Statements regarding equity/anti-racism that were presented by SHS staff during the public comment section of the July 30, 2020 board meeting (banning confederate flag, anti-racism staff training, equity committees).**

#### **Adjourn**

The Committee Chair adjourned the meeting at 11:20 am.



**Board Chair, Mike Wagner  
Board Vice-Chair, Alisha Oliver**

**Board Members: Tass Morrison, Tod Nau, Erin Cramer, Laura Wipper, Garrett Trott  
Student Representative to the Board, Mya Joyce**

**Regular Session Meeting Minutes-DRAFT  
Held remotely via Zoom - 6:00 PM  
Thursday, July 30, 2020**

The North Santiam School District Board of Directors met in Regular Session on July 30, 2020 at 6:00 pm via Zoom. Access to the agenda, agenda explanation, and board packet can be located on the District website at [www.nisantiam.k12.or.us](http://www.nisantiam.k12.or.us) > School Board.

**1. CALL REGULAR SESSION TO ORDER**

The Board Chair called the meeting to order at 6:05 pm with all board members present. He then led everyone in the pledge of allegiance. Due to the in-door size gathering restrictions in place state-wide to help reduce the spread of the COVID-19 virus, this meeting was held remotely via Zoom (link below).

Join Zoom Meeting

<https://zoom.us/j/91578125587?pwd=Y1FnSUIzWXZDZFJVY1ZCMFJiTDIldz09>

Meeting ID: 915 7812 5587

Passcode: 87t8yZ

**2. APPROVAL OF THE AGENDA**

**Any changes to the board packet after posting on July 24, 2020 were acknowledged:**

**Added Attachments to Board Packet-**

**•6.2 - July Licensed Report 2020**

**MOTION- APPROVAL OF THE AGENDA**

*Motion that the Board approves the agenda as modified.*

**Motion Made By: Garrett Trott**

**Vote: 7-0**

**3. SPOTLIGHT.**

**3. 1. Board Awards**

The Community Engagement Committee recommended that the NSSD Board of Directors bestow the following awards. Committee Chair Tass Morrison spoke on behalf

of the Board and acknowledged both of their achievements.

**Golden Eagle Award: Robin Meier** ~ 20 years of dedication to excellence as the Stayton Highlights dance team coach. SHS Athletic Director Darren Shryock also noted some of her accomplishments which included 15 state titles. In addition, the team has never finished lower than 2<sup>nd</sup> place under her direction. Most importantly, they noted her impact on the lives of the thousands of student athletes during her time at Stayton High School.

**Santiam Award: Carlin Croff** ~ selection as the 2019 Stayton Rotary Future First Citizen (Carlin's award occurred slightly after the Public Comment once he was able to sign in to the meeting.)

#### 4. **PUBLIC COMMENT**

There were two requests for public comment that came from Stefanie Breitling and Stephanie Anderson. Both are teachers at Stayton High School who indicated they were speaking on behalf of numerous other staff members. They spoke on the issues of systemic racism and how they've witnessed it impact student's lives. They brought calls to action to the Board for consideration. They requested that the confederate flag be banned from all school grounds, that staff participate in anti-racism training prior to August 2021 and that each school in the District form an equity committee, preferably by January 2021.

#### 5. **REPORTS**

##### 5. 1. **Superintendent's Report: Andy Gardner**

- Supt Gardner reviewed the metrics that were released by Gov. Brown earlier that week that must be met before schools can open to in-person learning. He indicated the District has now shifted to only distance learning for a minimum of 9 weeks, with plans to re-evaluate at the end of October. He made the point that even though the administrative office is located in Marion County, all schools draw students from both Marion & Linn Counties so the District will seek guidance how to proceed if one county meets the metrics before the other. Regardless of this shift, the District (like all others in the state of Oregon) must submit an "Operational Blueprint" to the OR Dept of Education by August 17<sup>th</sup>. Prior to the submission, the blueprints must be presented to school boards. Since the next scheduled NSSD board meeting isn't until August 20, 2020, there are tentative plans to hold a Special Session on August 11, 2020 via Zoom in order to present the plans to the Board.

He also noted some differences in the guidelines for Comprehensive Distance Learning that have been outlined by ODE. He noted there is increased guidance in the structure and rigor compared to how instruction was delivered in March with the abrupt closure of school. He also announced the District will be utilizing a new Learning Management System called Canvas which administrators believe will vastly improve the experience for both students and parents as it provides one landing spot for various types of connections with teachers. Since all schools will use the same system, parents will only need to learn one system.

The District is pursuing all options available to help provide internet access to student's homes who do not currently have it. In addition, more chromebooks

have been purchased to ensure there are enough available for any student who wishes to take one home for distance learning. Not all chromebooks that were checked out last school year have been returned but they are all documented and those students will simply use those same devices for the upcoming year.

- The District is pursuing the option of offering a daycare option for staff members for whom the lack of adequate care for their children presents a barrier to them being able to return to work. It would likely be run by classified staff in the District and parents would need to pay for the service.
- The District will be offering a virtual learning option, in addition to the Comprehensive Distance Learning model, called Options Academy. It will utilize the curriculum platform provided by *Fuel Education*. Depending on the grade level and course type, students will be either be overseen by NSSD or Fuel Ed teachers but all will have regular access to NSSD staff to get help with content questions/support. Since this will be a permanent option and NSSD now has at least 3% of its resident student population enrolled in online charter schools, the District can deny requests from parents to enroll their students in these types of institutions starting in 2020-21.
- Staff, as a whole, will be expected to report to buildings so preparations are being made to do this in the safest way possible. The HR Director has been reaching out to staff to try to determine who may need accommodations due to being in one or more high risk categories. Due to the fact that some staff's primary job duties are recess/lunchroom supervision, plans are being formulated to reassign them to other tasks to help support students and new learning processes.
- NSSD set the District 2020-21 budget based on the projected tax revenue for the state of Oregon from July 2019 - June 2021. All reports thus far have indicated the state legislature intends to fully fund education using reserves if necessary but it is likely this won't be sustainable long-term unless the state economy makes a full recovery in a short period of time. The District intends to be very fiscally conservative and has put plans for hiring additional staff on hold as intended using funds from the Student Success Act.

5. 2. **Business Director's Report: Tabled until August meeting**

The 2019-2020 financials are still being finalized and will be presented at the August board meeting.

5. 3. **Community Engagement Committee Report: Tass Morrison**

The Committee Chair gave the Board an update on recent activities She noted all the District/school brochures have been updated. She indicated that she and Janine Moothart will be meeting to begin developing plans for a communication outline for the 2020-21 school year. They will also start working on the next board communication video in which they are planning to highlight the recent approval of the 2020-21 budget and fiscal soundness of the District.

5. 4. **OSBA Annual Conference Reports**

Board members who attended the OSBA annual conference on July 11, 2020 shared some of what they learned in their sessions.

**6. CONSENT AGENDA ITEMS**

**6. 1. Approval of Minutes**

The minutes from the June Board Meetings were included for Board review and approval.

**6. 2. Licensed Report**

Any changes in Licensed staff since the last board meeting were listed. Only new hires require board approval.

**New Hires:**

Katie Hurley (temp) - SES

**Resignations: (FYI)**

Rob Jones - Sublimity

DeLane Overton - SIS/SMS

**6. 3. Action on Consent Agenda**

**MOTION-APPROVAL OF THE CONSENT AGENDA**

*Motion that the Board approves the Consent Agenda including; 6.1-Minutes from the June 18, 2020 Special & Regular Sessions and 6.2 New hire - Katie Hurley.*

**Motion Made By: Tod Nau**

**Vote: 7-0**

**7. UNFINISHED BUSINESS**

**7. 1. Superintendent Evaluation Form/Process**

The Board has been considering using a new assessment tool for the annual evaluation of the superintendent. Previously, OSBA had been scheduled to present a workshop detailing the process they have available for purchase in July but it was cancelled due to COVID. Board members discussed the topic and agreed it was not the ideal time to adopt a new process. Laura Wipper noted that the evaluation model is based on the Elements of High-Performing Districts. It also incorporates the NSSD goals and how well the Supt. incorporates them into their work which causes some questions to overlap. She offered to make some slight edits to the existing form to avoid the repetitive flow of the questions and update some of the wording. She will work on it and bring it back to the Board for review. All members agreed there is a need to ensure any new board member is offered more guidance and support during their first experience with the annual evaluation process. Erin Cramer offered to assist Laura with the edits if needed.

**8. NEW BUSINESS**

**8. 1. Approval of Annual Organizations**

**8. 1. 1. Designations and Authorizations**

The Board needs to approve the following designations and authorizations annually according to Oregon State statute:

- Chief Administrative Officer-Andy Gardner
- District Clerk-Andy Gardner
- Deputy Clerk-Jane Nofziger
- Legal Counsel-Garrett, Hemann, WESD
- Official Auditors for School Year- Accuity, LLC
- Budget Officer-Andy Gardner

- Custodian of Funds-Jane Nofziger
- Depositor for School Funds-LGIP, Columbia Bank
- Facsimile Signatures-Andy Gardner, David Bolin and Jane Nofziger
- Inter-Fund Borrowing Within Fiscal Year-Jane Nofziger

8. 1. 2. Grant and Consolidated Sub-Grant Authorization

The Board needs to approve the following authorizations annually according to Oregon State statute.

These grants include the following but are not limited to:

- Title Grant Applications
- NCLB/eCIP Consolidated Grant Applications
- ESEA Grant Applications
- All State and Federal Grant Applications
- All Non-Profit Grant Applications

8. 1. 3. Action on Organizational Agenda

**MOTION TO APPROVE ANNUAL ORGANIZATIONAL ITEMS**

*Motion that the Board approves Organizational Agenda Items; 8.1.1-Designations and Authorizations, 8.1.2-Grant and Consolidated Sub-Grant Authorizations as submitted.*

**Motion Made By: Tod Nau**

**Vote: 7-0**

8. 2. **Nominations for Board Chair & Vice-Chair**

8. 2. 1 Board Chair Nominations/Vote

8. 2. 2. Vice-Chair Nominations/Vote

The current Board Chair declared that nominations were open for a new Board Chair for 2020-2021.

**MOTION-BOARD CHAIR/VICE-CHAIR**

*Motion to nominate Mike Wagner as the 2020-21 Board Chair and Alisha Oliver as the 2020-21 Vice-Chair and that the nominations be closed.*

**Motion Made By: Laura Wipper**

**Vote: 7-0**

*Motion to accept Mike Wagner as the Board Chair and Alisha Oliver as the Vice-Chair for the 2020-21 school year.*

**Motion Made By: Laura Wipper**

**Vote: 7-0**

8. 3. **Standing Board Sub-Committee Membership**

The Board reviewed the assignment of its members to the Community Engagement Committee for 2020-21. Previously Tass Morrison and Alisha Oliver were members, with Tass as the Committee Chair. Both agreed to continue serving in their current roles on the committee. Laura Wipper also expressed interest in attending meetings whenever her schedule permits.

9. **BOARD ANNOUNCEMENTS**

- Laura Wipper shared that 5 of 6 former Stayton HS students who were hired as part of the OR Dept of Transportation intern pilot program have been rehired for the summer.
- Erin Cramer asked if there might be ways to help families connect with each other (i.e. learning pods) to offer learning supports, especially for those parents who can't be home during the day to supervise distance learning.
- Mike Wagner announced there will be an opening on the Lyons City Council and also there will be new sidewalks installed and/or repaired on some of the streets in the city that will provide safer access for students walking to and from school.

10. **ADJOURN**

The Board Chair adjourned the meeting at 8:40 pm.

**EQUAL OPPORTUNITY EMPLOYER**

*Equal employment opportunity and treatment shall be practiced by the North Santiam School District regardless of an individual's perceived or actual race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability or perceived disability, pregnancy, familial status, economic status, veterans' status, or of any other persons with whom the individual associates is able to perform the essential functions of the position, with or without reasonable accommodation. This meeting location is accessible to persons with disabilities. A request for an interpreter for the hearing impaired or for other accommodations for persons with disabilities should be made at least 48 hours prior to the meeting. If you require special accommodations, please contact Tonia Whisman at the North Santiam School District Office at 503-769-4928.*

BOARD REPORT SUMMARIES  
Aug 2020

**ACTION REQUIRED**

**NEW HIRES**

**SCHOOL NOTE**

Dodi Holm

SMS

To work .4 FTE job share; Joanna Henderson moving from 1 FTE to .6

**\*\*\*FYI\*\*\***

**RESIGNATIONS**

**DOT**

**SCHOOL NOTE**

**RETIREMENTS**

**DOR**

**SCHOOL NOTE**

**LEAVE OF ABSENCE**

**DOL**

**SCHOOL NOTE**

**TRANSFERS**