



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

September 11, 2020

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Wallowa School Distict
Key Contact Person for this Plan	Dr. Tammy Jones
Phone Number of this Person	541-886-2061
Email Address of this Person	tjones@wallowa.k12.or.us
Sectors and position titles of those who informed the plan	Dr. Tammy Jones, Elementary Principal/Superintendent David Howe, High School Principal Jake McDonald, Head Custodian
Local public health office(s) or officers(s)	Dr. Liz Powers, Local Medical Advisory Dr. Dean Sidelinger, State Health Officer Dr. Tom Jeanne, Deputy State Health Officer
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Dr. Tammy Jones, Elementary Principal/Superintendent
Intended Effective Dates for this Plan	August 27, 2020-June 10, 2021
ESD Region	Wallowa County ESD Region 18

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.

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

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

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

- The Wallowa School District engaged with families and the community during the spring, 2019 distance learning. All families were contacted by phone, mail, and email throughout the period of distance learning time. Every student/parents, k-12 was contacted approximately three weeks after distance learning began to make sure they were able to connect and engage. Issues were ferreted out and solved with the help of Wallowa County ESD.
- In addition, the Wallowa School District used information gained from end of year staff reflections. The information gained revealed concerns with engagement, especially for our most at risk students. In the event that comprehensive or short-term distance learning is initiated during the 2020-21 school year, the Wallowa School District will be more intentional with supports for students and families, ensuring clearer communications, guidance, and expectations for students and families. Grading and engagement will be clearer from the start.
- In July, families were surveyed regarding their experiences with distance learning, preferences for re-opening, and personal situation and support needs with regard to technology in the event of a comprehensive distance model or hybrid model was needed to be implemented. At the same time, teaching staff were surveyed to gain input on their comfort with the varied models (on-site/face-to-face, hybrid, and comprehensive distance learning), as well as their support and professional development needs and general comments or input.
- A re-opening committee engaged in dialogue regarding re-opening plans for instructional learning models.
- Outreach continued through email, phone calls, website, and social media.
- The Wallowa School District used feedback from families, staff and community in the development of the blueprint and planning for re-entry in the 2020-21 school year.

3. Indicate which instructional model will be used.

Select One:

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

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-19 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

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

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

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

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



0. 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"> <input checked="" type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting. <input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. <input checked="" type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. <input checked="" 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. <input checked="" type="checkbox"/> Process and procedures established to train all staff in sections 1 - 3 of the Ready Schools, Safe Learners guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. <input checked="" type="checkbox"/> Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. <input checked="" type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. <input checked="" type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students. 	<div style="border: 1px solid black; padding: 10px; background-color: #e6f2ff;"> <p>KEY PRACTICES FOR REDUCING SPREAD OF COVID-19 IN SCHOOLS The mainstays of reducing exposure to the coronavirus and other respiratory pathogens are:</p> <ul style="list-style-type: none"> Physical Distancing — At least six feet with other people. Hand Hygiene — Frequent washing with soap and water or using hand sanitizer. Cohorts — Conducting all activities in small groups that remain together over time with minimal mixing of groups. Protective Equipment — Use of face shields, face coverings, and barriers. Environmental Cleaning & Disinfection — Especially of high-touch surfaces. Isolation & Quarantine — Isolation separates sick people from people who are not sick. Quarantine separates and restricts the movement of people who were exposed to a contagious disease to see if they become sick. Contact Tracing — Identification of persons who may have come into contact with an infected person to help stop chain of disease transmission. Airflow & Ventilation — Outdoor activities are safer than indoor activities; maximize airflow in closed spaces. Communication — Follow clear protocols for sharing information. </div> <p>Wallowa School district is comprised of two buildings, The elementary building administrator, Dr. Tammy Jones, with input from elementary staff will be responsible for implementing COVID -19 re-opening plan. The high school administrator, David Howe, with input from staff will be responsible for implementing COVID-19 plan for the high school building.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Protocol to cooperate with the LPHA recommendations. <input checked="" type="checkbox"/> Provide all logs and information to the LPHA in a timely manner. <input checked="" type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others. <input checked="" type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the Ready Schools, Safe Learners guidance). <input checked="" 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. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit . <ul style="list-style-type: none"> If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the 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. <input checked="" type="checkbox"/> Required components of individual daily student/cohort logs include: <ul style="list-style-type: none"> Child's name Drop off/pick up time Parent/guardian name and emergency contact information All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student <input checked="" 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. <input checked="" type="checkbox"/> Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site. <input checked="" 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. <input type="checkbox"/> Protocol to respond to potential outbreaks (see section 3 of the Ready Schools, Safe Learners guidance).	<p>The LPHA contact is the OHA epidemiologist on call 971-673-1111 and they will be reviewing the Wallowa School District COVID-19 re-opening plan.</p> <p>Board policy was adopted in July directing responses to COVID-19 and communicable diseases.</p> <p>Any confirmed cases of COVID-19 among staff, students, or student's immediate family members will be communicated to superintendent of Wallowa School District, Dr. Tammy Jones. Dr. Jones will contact the Local Public Health Authority (LPHA). The LPHA contact is the OHA epidemiologist on call 971-673-1111. The superintendent in association with Wallowa County ESD, LPHA, and ODE will be responsible for developing protocols for communicating with students, staff, parents, and community in the event of a confirmed COVID-19 case.</p> <p>As of July 1, 2020 the Wallowa School District, which includes the elementary school and the junior high/high school, has developed a Communicable Disease Management Plan specific to COVID-19. The Pandemic Plan considered impacts on Wallowa School District and Wallowa community. The plan is broken down into three phases: Preparedness, Response to confirmed outbreaks overseas, throughout United States, in Oregon and Wallowa County, and the Recovery Phase.</p> <p>Cohort/Student logs will be kept daily for the purpose of contact tracing.</p> <p>District staff who move between the two buildings, itinerant staff, and agency providers will keep calendars/logs of contact with a running 4-week history.</p> <p>In person training for staff will be conducted before the beginning of the 2020-2021 school year.</p> <p>OHA and ODE metrics will be used in decision-making. The on-site/face-to-face model is selected for the Wallowa School District, though the metrics and Wallowa County statistics will drive whether short-term distance learning or comprehensive distance learning need to be initiated in the event of county outbreaks.</p>

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" 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. Medically Fragile, Complex and Nursing-Dependent Student Requirements <input checked="" type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services:	<p>Staff</p> <ul style="list-style-type: none"> The WSD plan includes procedures for identifying high-risk staff. Staff will self-identify. <p>Students</p> <ul style="list-style-type: none"> The WSD will serve high-risk populations through on-site, hybrid, and comprehensive distance learning. Either a physician or parent/guardian may identify students as high risk. They will have the option of being enrolled in comprehensive distance learning with regular teacher

OHA/ODE Requirements	Hybrid/Onsite Plan
<ol style="list-style-type: none"> 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. <p><input checked="" type="checkbox"/> Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:</p> <ul style="list-style-type: none"> • Communicate with parents and health care providers to determine return to school status and current needs of the student. • Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. • Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. • The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. • Service provision should consider health and safety as well as legal standards. • Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers. • Work with an interdisciplinary team to meet requirements of ADA and FAPE. • High-risk individuals may meet criteria for exclusion during a local health crisis. • Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> ○ U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020. ○ ODE guidance updates for Special Education. Example from March 11, 2020. ○ OAR 581-015-2000 Special Education, requires districts to provide ‘school health services and school nurse services’ as part of the ‘related services’ in order ‘to assist a child with a disability to benefit from special education.’ ○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion. 	<p>engagement if they are unable to participate on-site due to health and safety concerns.</p> <ul style="list-style-type: none"> • Students who experiences disability will continue to receive specially designed instruction.

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><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</p>	<p><u>Capacity for Elementary Classrooms/Settings</u></p>

OHA/ODE Requirements

of all space in the calculation. This also applies for professional development and staff gatherings.

- Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.
- Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.
- Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).
- Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.
- Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.

Hybrid/Onsite Plan

- Cafeteria/Gym/Commons 3467 square feet; no more than 96 students socially distanced by 6 feet, with a minimum of 35 square feet per person. Twelve double section lunch tables could seat 36-48 students maximum.
- Students will eat in the cafeteria/gym/commons, seated with their class, using assigned seats, and remaining seated the entire time to minimize mixing.
- Social distancing cues (Paws, signs, lines, arrows, etc.) are throughout the buildings and the grounds.
- Classrooms range from 770.5 square feet to 897 square feet. With extra furniture removed, classrooms could accommodate 22-24 students. Current class size projections are all under this number, ranging from 9-22 students per class.

Capacity for High School/Junior High Settings

- Cafeteria (used for lunch only) 3467 square feet; no more than 96 students socially distanced by 6 feet, with a minimum of 35 square feet per person. Twelve double section lunch tables could seat 36-48 students maximum.
- Students will eat in the cafeteria/gym/commons, seated with their cohort, using assigned seats, and remaining seated the entire time to minimize mixing.
- Social distancing cues (Paws, signs, lines, arrows, etc.) are throughout the buildings and the grounds.
- First Floor High School Room Square Footage
 - A 107 = 529 – 15 people
 - A 102 = 925 – 26 people
 - A 120 = 550 – 16 people
 - A 121 = 456 – 13 people
- Second Floor High School Room Square Footage
 - A 201 = 950 – 27 people
 - A 220 = 1,360 – 39 people
 - A 213 = 805 – 23 people
 - A 216 = 690 – 19 people
 - Computer Lab = 506 – 14 people
 - A 218 = 690 – 19 people
- Third Floor High School Room Square Footage
 - A 303 = 756 – 21 people
 - A 307 = 638 – 18 people
 - A 310 = 920 – 26 people
 - A 303 = 920 – 26 people
 - Gym (used for PE and JH lunch recess) = 5,828 – 166 people
 - Boys Locker Room = 631 – 18 people
 - Girls Locker Room = 432 – 12 people

Student Population By Grade Level**Elementary**

- Kindergarten 11
- 1st 18
- 2nd 15
- 3rd 11
- 4th / 5th 22
- 6th 14

OHA/ODE Requirements	Hybrid/Onsite Plan
	<p>Junior High (combined for all classes): 32</p> <ul style="list-style-type: none"> • 7th grade class 13 • 8th grade class 19 <p>High School (combined for all classes): 73</p> <ul style="list-style-type: none"> • 9th Grade 19 • 10th Grade 19 • 11th Grade 15 • 12th Grade 20 <p>Staff will maintain physical distancing during all staff meetings, conferences, and professional development in the building.</p> <p>All gatherings for events will ensure social distancing and total less than 100 people.</p>

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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"> • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. ☒ 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). ☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. ☒ Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. ☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers. ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. 	<p>Cohorts will be used at both the elementary and secondary level. Cohorts help manage the risks and potential spread of COVID-19.</p> <p>Wallowa Elementary School currently has approximately 91 students enrolled. K-6 grade band cohorts will be maintained. Students will participate in specialist classes as cohorts (music, art, pe, library). Teachers will log and monitor contact tracing. Interactions between cohorts will be minimized in common areas, activities, and restrooms. No single cohort or multiple cohort interaction will exceed 50 individuals in a week. Increased attention will be made to cleaning and sanitation of touch surfaces. Traffic patterns will be established for students. Surfaces in shared spaces will be sanitized between usage. Hand washing/sanitizer will be used as students enter/exit classrooms and buildings.</p> <p>Wallowa Junior High/High School currently has approximately 105 students in the secondary school building. The student population dictates that we have one teacher per subject area.</p> <ul style="list-style-type: none"> • No single cohort or multiple cohort interaction will exceed 50 individuals in a week. • Schedule has been modified to minimize movement of students between classes • One way traffic patterns between floors have been established <ul style="list-style-type: none"> ○ The east stairway will be used to advance students up to floors one through three ○ The west stairway will be used to advance students down to floors one through three • Teachers will clean surfaces between each class <p>Students and staff will sanitize before each class or entering classrooms</p>

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. ☒ 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"> • The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). 	<p>Staff will engage in professional learning during in-service days at the beginning of the 2020-2021 school year—August 24-28.</p> <p>Protocols have been established in the updated Commutable Disease Management Plan specific to COVID-19.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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. ☒ Provide all information in languages and formats accessible to the school community. 	<p>Exposure is defined as being within 6 feet of a COVID-19 case for 15 minutes or longer.</p> <p>The Wallowa School District work with LPHA (=OHA) to determine exposures and response. Call epidemiologist on call.</p> <p>Wallowa School District will also be utilizing communication templates supplied by Oregon Department of Education.</p> <p>Protocols will be put in place and communicated:</p> <ul style="list-style-type: none"> -return to work protocol for staff -letters with protocols provided to staff, families

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> • Primary symptoms of concern: cough, fever (<i>temperature</i> greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. • 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. More information about COVID-19 symptoms is available from CDC. • In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. • Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face (lighter skin); greyish lips or face (darker skin) ○ Other severe symptoms ☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health. <ul style="list-style-type: none"> • Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the Ready Schools, Safe Learners guidance) and sent home as soon as possible. See table "Planning for COVID-19 Scenarios in Schools." • Additional guidance for nurses and health staff. ☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See table "Planning for COVID-19 Scenarios in Schools." ☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication 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. ☒ 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>Students and staff will be directed to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows:</p> <p>*Primary symptoms of concern: cough, fever (of greater than 100.4°F) or chills, shortness of breath, or difficulty breathing.</p> <p>*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 COVID19.</p> <p>*In addition to COVID-19 symptoms, students will be excluded from school for signs of other infectious diseases, per existing school policy and protocols.</p> <p>Emergency signs that require immediate medical attention:</p> <ul style="list-style-type: none"> ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face ○ Other severe symptom <p>At the beginning of each school day, visual screening of students for symptoms will be conducted by school staff. During screening students will use hand sanitizer before entering the building beyond the entrances.</p> <p>When the screening indicates that a student may be symptomatic, the student will be directed to the office where they will be isolated until detailed screening can occur. At the beginning of each school day, screening of students will be conducted. School building will not be opened until 7:30 when all staff will be available.</p> <p>Elementary School</p> <p>Arrival:</p> <p>Students exiting buses will enter the west/main entrance by the office, where they will use the hand sanitizer station, be screened visually for symptoms, and go directly to their classroom, walking on the right side (south side) of the hallway, maintaining social distancing. Hand sanitizer will be used as they enter the classroom. Breakfast will be delivered to rooms in individual portioned bags or other meal container. Teachers will take attendance, logging student entry.</p>

OHA/ODE Requirements**Hybrid/Onsite Plan**

Students who walk or are dropped off by parents will enter the north entrance on the east end of the building. They will use the hand sanitizer station, be screened visually for symptoms, and walk directly to their classrooms, using the right side of the hallway and maintaining social distancing. Hand sanitizer will be used as they enter the classroom. Breakfast will be delivered to rooms in individual portioned bags or other meal container. Teachers will take attendance, logging student entry.

Hallway Hooks and Lockers: These will not be used for the 2020-2021 school year. Students are required to maintain their supplies in a backpack or personal desk.

Lunch – The elementary schedule will establish a reduced number in the lunchroom at a time, creating two staggered lunch periods.

High School:

Grades 7-8 will be screened and logged at the east entrance that leads to the middle floor

- Students will use hand sanitizer before entering building
- Students will use hand sanitizer before entering classroom
- Students will then go directly to their first period class.
- Breakfast is delivered to rooms in individual portioned bags or other meal container
- Students will wash hands/use hand sanitizer before eating breakfast
- Students will use hand sanitizer before leaving current classroom

Grades 9-10 will be screened and logged at the main entrance on the south side of the building

- Students will use hand sanitizer before entering building
- Students will use hand sanitizer before entering classroom
- Students will then go directly to their first period class.
- Breakfast is delivered to rooms in individual portioned bags or other meal container
- Students will wash hands/use hand sanitizer before eating breakfast
- Students will use hand sanitizer before leaving current classroom

Grades 11-12 will be screened and logged at the east entrance leading to the bottom floor

- Students will use hand sanitizer before entering building
- Students will use hand sanitizer before entering classroom
- Students will then go directly to their first period class.
- Breakfast is delivered to rooms in individual portioned bags or other meal container
- Students will wash hands/use hand sanitizer before eating breakfast
- Students will use hand sanitizer before leaving current classroom

Lockers: Wallowa High School will not be issuing lockers for the 2020-2021 school year. Students are required to maintain their supplies in a backpack.

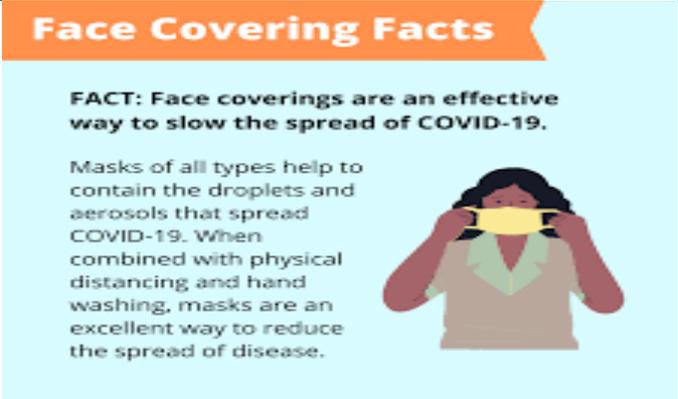
Lunch: The Wallowa High School has an open campus. Staggered lunch schedules and spaces will ensure health and safety.

OHA/ODE Requirements	Hybrid/Onsite Plan
	Screening Staff: <ul style="list-style-type: none"> • Staff are required to report to the administrator when they may have been exposed to COVID-19 • Staff are required to report to the administrator when they have symptoms related to COVID-19 Staff members are not responsible for screening other staff members for symptoms.

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Restrict non-essential visitors/volunteers. <ul style="list-style-type: none"> • Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. • Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. <input checked="" type="checkbox"/> Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See table "Planning for COVID-19 Scenarios in Schools." <input checked="" type="checkbox"/> Visitors/volunteers must wash or sanitize their hands upon entry and exit. <input checked="" type="checkbox"/> Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.	Visitors/Volunteers will be unable to work in schools or complete other volunteer activities that require in person interaction, at this time. All visitors must use sanitizer as they enter the building and wear a face covering. These are available at the school entry and in the office. All visitors must check in at the school office. Adults beyond the office in schools are limited to essential personnel only.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines for Face Coverings . Individuals may remove their face coverings while working alone in private offices. <input checked="" type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings . <input checked="" type="checkbox"/> If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time: <ul style="list-style-type: none"> • Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;" <ul style="list-style-type: none"> ○ Students should not be left alone or unsupervised; ○ Designated area or chair should be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use; • Provide additional instructional supports to effectively wear a face covering; • Provide students adequate support to re-engage in safely wearing a face covering; • Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day. <input checked="" 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. <ul style="list-style-type: none"> • Additional guidance for nurses and health staff. Protections under the ADA or IDEA <input checked="" type="checkbox"/> If any student requires an accommodation to meet the requirement for face coverings, districts and schools should limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:	<div style="text-align: center;">  <p>For more information visit healthoregon.org/coronavirus or call 211</p> </div> <p>Facial Shields-Clear plastic shield that covers the forehead, extends below the chin, and wraps around the side of the face</p> <p>Facial Coverings – A cloth, paper, or disposable face covering that covers the nose and the mouth; may or may not be medical grade</p> <p>Facial coverings are required for all students (k-12), staff, visitors, and service providers. Face shields may be preferred in some instances because they enable students to see the educators whole face.</p> <p>If a student removes a face covering or demonstrates a need to remove the face covering for a short period, the school will provide a space away from peers while the face covering is removed. Students cannot be left alone or unsupervised.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> • Offering different types of face coverings and face shields that may meet the needs of the student. • Spaces away from peers while the face covering is removed; students should not be left alone or unsupervised. • Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease; • Additional instructional supports to effectively wear a face covering; <p><input checked="" type="checkbox"/> For students with existing medical conditions and a physician’s orders to not wear face coverings, or other health related concerns, schools/districts must not deny any in-person instruction.</p> <p><input checked="" type="checkbox"/> Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020.</p> <ul style="list-style-type: none"> • If a student eligible for, or receiving services under a 504/IEP, cannot wear a face covering due to the nature of the disability, the school or district must: <ol style="list-style-type: none"> 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan including on-site instruction with accommodations or adjustments. 2. Placement determinations cannot be made due solely to the inability to wear a face covering. 3. Plans should include updates to accommodations and modifications to support students. • Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must: <ol style="list-style-type: none"> 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan. 2. The team must determine that the disability is not prohibiting the student from meeting the requirement. <ul style="list-style-type: none"> ○ If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability, ○ If a student’s 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student’s plan prior to providing instruction through Comprehensive Distance Learning. 3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning. <p><input checked="" type="checkbox"/> For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.</p> <p><input checked="" type="checkbox"/> 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>	<p>Students who abstain from wearing a face covering during on-site instruction will be provided access to instruction, through a comprehensive distance model.</p> <p>For students with existing medical conditions/doctor’s orders to not wear face coverings, or other related health concerns, the district will not deny access to instruction.</p> <p>The district will comply with established IEP/504 plans. It may be necessary to review the IEP/504 plan to ensure access to instruction.</p>

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day. ☒ Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. <ul style="list-style-type: none"> • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. • Consider required physical arrangements to reduce risk of disease transmission. • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. • Additional guidance for nurses and health staff. ☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. <ul style="list-style-type: none"> • School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. • If able to do so safely, a symptomatic individual should wear a face covering. • To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. ☒ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility. ☒ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in "Planning for COVID-19 Scenarios in Schools." ☒ Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists). ☒ Record and monitor the students and staff being isolated or sent home for the LPHA review. 	<p>Isolation is defined as a separation of a sick individual with a contagious disease from people who are not sick.</p> <ul style="list-style-type: none"> • All students who become ill at school will remain at school supervised by staff until parents can pick them up in the designated isolation area <ul style="list-style-type: none"> ○ Students will wear a facial covering ○ Staff will wear a facial covering and maintain physical distancing, but never leave a child unattended ○ When facial coverings are removed, hand washing/sanitization protocols must be followed. • While exercising caution to maintain safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family. • Staff will maintain student confidentiality as appropriate • Daily logs must be maintained containing the following" <ul style="list-style-type: none"> ○ Name of student s sent home for illness, cause of illness, time or onset; and ○ Name of students visiting the office for illness symptoms, even it not sent home. • Staff and students with known or suspected COVID-19 , or <u>displaying COVID-19 symptoms per current OHA guidance, CDC guidance, or LPHA guidance</u>, cannot remain at school. Individuals should be evaluated and seek COVID-19 testing from their regular physician or through the local public health authority. • If a staff member or student have a positive COVID-19 viral (PCR) test result, they should remain home for at least 10 days after illness onset and 24 hours after the fever is gone, without the use of fever reducing medication, and other symptoms are improving. • If a staff member or student have a positive COVID-19 viral (PCR) test result, they should remain home for 24 hours after the fever is gone, without the use of fever reducing medication, and other symptoms are improving. • If a clear alternative diagnosis is identified as the cause of a person's illness (e.g., a positive strep throat test), then the usual disease-specific return to school guidance should be followed and the person should remain home for 24 hours after the fever is gone, without the use of fever reducing medication, and other symptoms are improving. A physician's note is required to return to school, to ensure that the person is not contagious. • If the staff member or student do not undergo COVID-19 testing, the person should stay home for 10 days and should remain home for 24 hours after the fever is gone, without

OHA/ODE Requirements	Hybrid/Onsite Plan
	the use of fever reducing medication, and other symptoms are improving.



2. Facilities and School Operations

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

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. ☒ The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: <ul style="list-style-type: none"> • The ADM enrollment date for a student is the first day of the student’s actual attendance. • A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year. • If a student does not attend during the first 10 session days of school, the student’s ADM enrollment date must reflect the student’s actual first day of attendance. • Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM. ☒ If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended. ☒ When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll. ☒ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns. ☒ When a student has a pre-excused absence or COVID-19 absence, the school district should reach out to offer support at least weekly until the student has resumed their education. ☒ When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting. 	<ul style="list-style-type: none"> • All students will be enrolled following the Oregon Department of Education guidelines • No student will be dropped for non-attendance if they meet the following conditions: <ul style="list-style-type: none"> ○ Are identified as vulnerable or otherwise considered to be part of a population vulnerable to infection with COVID-19 <p>Have COVID-19 symptoms for the past 14 days</p>

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). ☒ Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). ☒ Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present. ☒ Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance. ☒ Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health. 	<p>For the On-Site Instructional model, attendance and reporting practices are unchanged.</p> <ul style="list-style-type: none"> • Attendance will be taken daily on instructional days. <ul style="list-style-type: none"> ○ For k-6 attendance is taken once per day ○ For grades 6-12, attendance is taken once for each scheduled class for that day • Families will be given a clear and concise description of attendance and participation expectations, as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health. • Positive outreach will be used to build strong engagement and attendance patterns and relationships with families. • Chronic absenteeism will be monitored and addressed. • Attendance policies and plans will encourage staff and students to stay home if someone in their house is sick. • Secretary will notify the principal when the absence rate has increased by 20% or more. • The principal (or designee) will report this increase to the nurse. <p>In the event that a hybrid instructional model or comprehensive distance model is necessary or implemented:</p> <ul style="list-style-type: none"> • Attendance includes both participation in class activities and interaction with a licensed teacher during the school day or interactions with a paraprofessional through teacher designed learning. • Interaction is evidenced by any of the following or reasonable equivalents: <ul style="list-style-type: none"> ○ Participation in a video class ○ Communication from the student to the teacher via chat, text, or email ○ A phone call with the student, or, for younger students, with the parent ○ Posting completed coursework to the district selected learning management system (Google Classroom) or web-based platform or via e-mail ○ Turning in completed coursework on a given day <p>When there is no evidence of student interaction or engagement during a 24 hour period surrounding a scheduled school day, students are reported as absent.</p>

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the Ready Schools, Safe Learners guidance). ☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements. 	<ul style="list-style-type: none"> • All students will be issued their personal Chromebook at the beginning of the 2020-2021 school year • All Chromebooks will be inventoried by the ESD tech department • Chromebook/mobile device polices will be developed and communicated to parents and students during registration • Provide technology support and training for parents/families

OHA/ODE Requirements	Hybrid/Onsite Plan

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Handwashing: All people on campus should be advised and encouraged to wash their hands frequently. ☒ 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. 	<ul style="list-style-type: none"> ● Handwashing: All student will wash hands or use sanitizer when they enter/leave the building, enter/leave a classroom, before breakfast and lunch, and when using the restroom. Opportunity for frequent hand washing will be provided throughout the school day ● Equipment: All classroom supplies and PE equipment will be cleaned and sanitized before use by another student or cohort group ● Safety Drills: During fire drills (and all other safety drills), all cohort classes will be physically distanced during exit, recovery, and reentry procedures ● Events: Field trips will be designed virtually for the school year, all assemblies, special performances, school-wide parent meetings and other large gatherings will be cancelled/held in a virtual format, or designed in a manner that allows appropriate physical distancing to be maintained throughout pending further guidance from ODE ● Transitions/Hallways: Hall way traffic direction marked to show and restrict travel flow from floor to floor ● Personal Property: Each classroom will have a limit on the number of personal items brought in to school. A full list will be sent home prior to class starting with allowable items (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, etc.) If personal items are brought to school, they must be labeled prior to entering school and not shared with other students. ● Restrooms: Middle and High school students will have designated restroom times before breakfast. Elementary students will have scheduled bathroom times, but not restricted to just those times. Students will utilize the restrooms nearest their classrooms. Restrooms will be cleaned during first period, after lunch and after/before each school day. ●

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☒ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. 	<p>At the beginning of each school day, visual screening of students for symptoms will be conducted by school staff. All students and adults must wear face coverings. During screening students will use hand sanitizer before entering the building and proceeding beyond the entrances. Parent and visitors are restricted from entering the building, though they may report to the office if necessary.</p> <p>School building will not be opened until 7:30 when all staff will be available.</p> <p style="text-align: center;"><u>Arrival</u></p> <p>Elementary School</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> • Eliminate shared pen and paper sign-in/sign-out sheets. • Ensure hand sanitizer is available if signing children in or out on an electronic device. ☒ Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible. 	<p>Students exiting <u>buses</u> will enter the west/main entrance by the office, where they will use the hand sanitizer station, be screened visually for symptoms, and go directly to their classroom, walking on the right side (south side) of the hallway, maintaining social distancing. When the screening indicates that a student may be symptomatic, the student will be directed to the office where they will be isolated until detailed screening can occur. Teachers will take attendance in the classroom, logging student entry.</p> <p>Students who <u>walk or are dropped off by parents</u> will enter the north entrance on the east end of the building. Parent and visitors are restricted from entering the building, though they may report to the office if necessary, using the west/main entrance. Signage and striping will direct drop off procedures. Parents will remain in vehicles during drop off in the posted areas.</p> <p>Students will use the hand sanitizer station, be screened visually for symptoms, and walk directly to their classrooms, using the right side of the hallway and maintaining social distancing. Hand sanitizer will be used as they enter the classroom. Breakfast will be delivered to rooms in individual portioned bags or other meal container. Teachers will take attendance, logging student entry.</p> <p>Hallway Hooks and Lockers: These will not be used for the 2020-2021 school year. Students are required to maintain their supplies in a backpack or personal desk.</p> <p>High School:</p> <p><u>Grades 7-8</u> will be screened and logged at the east entrance that leads to the middle floor</p> <ul style="list-style-type: none"> • Students will use hand sanitizer before entering building • Students will use hand sanitizer before entering classroom • Students will then go directly to their first period class. • Breakfast is delivered to rooms in individual portioned bags or other meal container • Students will wash hands/use hand sanitizer before eating breakfast • Students will use hand sanitizer before leaving current classroom <p><u>Grades 9-10</u> will be screened and logged at the main entrance on the south side of the building</p> <ul style="list-style-type: none"> • Students will use hand sanitizer before entering building • Students will use hand sanitizer before entering classroom • Students will then go directly to their first period class. • Breakfast is delivered to rooms in individual portioned bags or other meal container • Students will wash hands/use hand sanitizer before eating breakfast • Students will use hand sanitizer before leaving current classroom <p><u>Grades 11-12</u> will be screened and logged at the east entrance leading to the bottom floor</p> <ul style="list-style-type: none"> • Students will use hand sanitizer before entering building • Students will use hand sanitizer before entering classroom • Students will then go directly to their first period class. • Breakfast is delivered to rooms in individual portioned bags or other meal container • Students will wash hands/use hand sanitizer before eating breakfast

OHA/ODE Requirements	Hybrid/Onsite Plan
	<ul style="list-style-type: none"> Students will use hand sanitizer before leaving current classroom <p>Lockers: Wallowa High School will not be issuing lockers for the 2020-2021 school year. Students are required to maintain their supplies in a backpack.</p> <p style="text-align: center;"><u>Dismissal</u></p> <p>Elementary Students will be dismissed, staggering dismissal for buses, parent pick up, and walkers. The arrival/dismissal area have been redesigned through work with the city to promote increased safety, health, and traffic flow.</p> <p>High School Students will be dismissed by floor using the designated traffic patterns and designated exits.</p>

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Seating: Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. ☒ Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. ☒ Handwashing: Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately. <ul style="list-style-type: none"> Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. 	<ul style="list-style-type: none"> Seating: <ul style="list-style-type: none"> Seating will be assigned by teachers Desks and other seat spaces will be arranged so that staff and students' bodies are six feet apart to the maximum extent possible, while also maintaining 35 square feet per person. Materials: Each student and classroom will limit sharing of community supplies when possible (e.g. scissors, pencils, etc.). Wallowa High School will furnish basic school supplies to students (e.g. pencils, pens, paper, notebooks, etc.) Handwashing: Students will frequently wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. Furniture: All upholstered furniture and soft seating has been removed from classrooms and stored in a room off limits to students. Classroom procedures: Middle school and high school students will carry personal belongings and lockers will not be available. Classroom hard surfaces and frequently used items will be cleaned between each class. Hallways, common areas, and Learning spaces: Each class and hallway will have visual aids (e.g., painter's tape, stackers, etc.) to illustrate traffic flow, appropriate spacing, assigned seating areas. Environment: when possible, windows will be open in the classroom before students arrive and after students leave. Each classroom will hold classes outside when possible and encourage students to spread out.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority’s Specific Guidance for Outdoor Recreation Organizations). <input checked="" type="checkbox"/> After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. <input checked="" type="checkbox"/> Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. <input checked="" type="checkbox"/> Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with CDC guidance. <input checked="" type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements. <input checked="" type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). <input checked="" type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts. <input checked="" type="checkbox"/> Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. <input checked="" type="checkbox"/> Limit staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults. 	<p>Students must wash hands/sanitize before and after using playground equipment.</p> <p>Playground areas and shared equipment will be used by one cohort at a time. Equipment will be disinfected between sessions and between each group’s use. Each cohort will have their own designated recess/playground equipment</p> <p>Physical distancing requirements, stable cohorts, and square footage requirements will remain in place</p> <p>Signage and restricted access to outdoor equipment (including sports equipment, etc.) will be implemented where needed</p> <p>Recess activities that allow for physical distancing and maintenance of stable cohorts will be designed and implemented.</p> <p>Playground equipment will be disinfected at least daily or between use as much as possible in accordance with CDC guidance.</p> <p>Staff rooms and workspaces will be limited to single person usage at a time, maintaining six feet of distance between adults.</p>

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Include meal services/nutrition staff in planning for school reentry. <input type="checkbox"/> Prohibit self-service buffet-style meals. <input type="checkbox"/> Prohibit sharing of food and drinks among students and/or staff. <input type="checkbox"/> At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. <input type="checkbox"/> Staff serving meals and students interacting with staff at mealtimes must wear face shields or face covering (see section 1h of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after. <input type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items). <input type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. <input type="checkbox"/> Adequate cleaning and disinfection of tables between meal periods. <input type="checkbox"/> Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces. 	<p>Elementary <u>Breakfast –</u></p> <ul style="list-style-type: none"> • Students will then go directly to their classroom. Breakfast is delivered to rooms in individual portioned bags or other meal container • Students will wash hands or use hand sanitizer before and after eating breakfast <p><u>Lunch –</u> Two staggered lunches will be used; primary and intermediate. Students will wash hands or use hand sanitizer before and after eating</p> <p>High School <u>Breakfast</u></p> <ul style="list-style-type: none"> • Students will then go directly to their first period class. Breakfast is delivered to rooms in individual portioned bags or other meal container • Students will wash hands or use hand sanitizer before eating and after breakfast <p><u>Lunch:</u> The Wallowa High School has an open campus. Staggered lunch schedules and spaces will ensure health and safety. Students will wash hands or use hand sanitizer before and after eating</p> <p>Staff should eat and drink during breaks independently since face coverings are removed during these times</p>

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service. ☒ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should be done at the time of arrival and departure. <ul style="list-style-type: none"> • If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. <ul style="list-style-type: none"> ○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. • If arriving at school, notify staff to begin isolation measures. <ul style="list-style-type: none"> ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. ☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. ☒ Drivers wear face shields or face coverings when not actively driving and operating the bus. ☒ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings). ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the <i>Ready Schools, Safe Learners</i> guidance to transportation settings. 	<ul style="list-style-type: none"> • Bus drivers are required to use facial coverings. Shields may be worn in addition to masks. If shields are worn, the shields must be in use when stopped but can be lifted while driving. Face shields aren't as effective and masks are strongly recommended. When not using face shield, the driver should be wearing an alternative face covering. • Each bus driver/Staff will be required to: <ul style="list-style-type: none"> ○ Bus driver or school personnel on the bus will visually screen students for illness • Each bus will strive to maintain three (3) feet of physical distance between passengers • Each bus will strive to maintain the recommended six (6) feet of physical distance between the driver and passengers (except during boarding and in assisting those with mobility devices). • Use visual cues (e.g.,) floor decals, colored tape or signs to discourage students from standing and sitting within three feet of other passengers, drivers and other transit employees on the bus. • Clean and sanitize buses between cohort routes. • All staff and students (k-12) must wear face coverings.

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. ☒ Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ☒ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. ☒ Schools with HVAC systems should evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical 	<p>Frequently touched surfaces and shared materials will be cleaned, sanitized, and disinfected between uses multiple times per day.</p> <p>Playground equipment will be cleaned and sanitized daily or between use as much as possible in accordance with CDC guidelines.</p> <p>Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings, restrooms, and playgrounds.</p> <p>Circulation of outdoor air will be increased as much as possible by opening windows</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>ventilation systems should, to the extent possible, increase natural ventilation by opening windows and doors before students arrive and after students leave, and while students are present.</p> <ul style="list-style-type: none"> ☒ Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans should not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate. ☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. ☒ Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces). ☒ 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). 	

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. ☒ Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC). 	<p>Staff will be designated and trained for implementation of this plan.</p> <p>Health services will focus on prevention and response.</p>

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☐ Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: <ul style="list-style-type: none"> • Contact tracing • The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. • Quarantine of exposed staff or students • Isolation of infected staff or students • Communication and designation of where the “household” or “family unit” applies to your residents and staff ☐ Review and take into consideration CDC guidance for shared or congregate housing: <ul style="list-style-type: none"> • Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible • Ensure at least 64 square feet of room space per resident • Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary; 	

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> • Configure common spaces to maximize physical distancing; • Provide enhanced cleaning; • Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs. 	

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies.</p> <ul style="list-style-type: none"> • At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. • Fire drills must be conducted monthly. • Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. • Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year. <p><input checked="" type="checkbox"/> Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill should be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.</p> <p><input checked="" type="checkbox"/> When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.</p> <p><input checked="" type="checkbox"/> Drills should not be practiced unless they can be practiced correctly.</p> <p><input checked="" type="checkbox"/> Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.</p> <p><input checked="" type="checkbox"/> If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year).</p> <p><input checked="" type="checkbox"/> Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.</p>	<p>Students will be instructed on emergency procedures. Practice drills on emergency procedures will be held so that students and staff can respond to emergencies.</p> <ul style="list-style-type: none"> • At least 30 minutes in each school month will be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. • Fire drills will be conducted monthly. • Earthquake drills will be conducted two times a year. • Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety will be conducted two times a year. <p>Drills will be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill will be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures will be implemented, but only if they do not compromise the drill. When or if physical distancing would be compromised, drills will be completed in less than 15 minutes</p> <p>Students will wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills.</p> <p><input checked="" type="checkbox"/> Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.</p> <p><input checked="" type="checkbox"/> Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.</p>	<p>District curriculum, including Second Step and Zones of Regulation will be used to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills.</p> <p>PBIS plans direct prevention and intervention efforts at the elementary. In addition a sensory space has been established.</p> <p>School counselor time has been increased and the counselor is scheduled into weekly lessons at the elementary level.</p> <p>Other training in ACES and other tools takes place K-12.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors. ☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. ☒ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues. ☒ Plan for the impact of behavior mitigation strategies on public health and safety requirements: <ul style="list-style-type: none"> • Student elopes from area <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in behavior that requires them to be isolated from peers and results in a room clear. <ul style="list-style-type: none"> ○ If students leave the classroom: <ul style="list-style-type: none"> ● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff ● Ensure physical distancing and separation occur, to the maximum extent possible. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior). <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● Maintain student dignity throughout and following the incident. ● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. 	

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space. Protective Physical Intervention <input checked="" type="checkbox"/> Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance: Cleaning, Disinfection, and Ventilation).	



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review the " Planning for COVID-19 Scenarios in Schools " toolkit. <input checked="" type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	<ol style="list-style-type: none"> 1. Identify a staff person to be responsible for surveillance and infection control. (<i>Appointed by building principal.</i>) 2. Increase emphasis on good health habits to stop transmission, especially handwashing, respiratory etiquette, and avoiding touching the eyes, nose, and mouth. <ol style="list-style-type: none"> a. Make soap dispensers or hand soap available in all employee and student restrooms. b. Custodial staff will institute a schedule to ensure that soap dispensers are refilled regularly. c. Provide education to employees, students and parents on hand hygiene, respiratory etiquette, avoiding touching the eyes, nose, and mouth. d. Assure that employees, students and visitors can wash their hands when entering and leaving the facility. 3. Emphasize frequent cleaning and disinfection of high touch areas, i.e., doorknobs, keys, telephones, etc. <ol style="list-style-type: none"> a. Train Remind staff annually on how to replace classroom/office cleaning bottle and microfiber towel. 4. Identify resources for pandemic surveillance and control. <ol style="list-style-type: none"> a. Track international, national, regional, and local trends, utilizing Oregon Health Authority and Center for Disease Control resources. b. Identify Oregon Health Authority (including 24/7 contact information – See Appendix). c. Communicate with Public Health Preparedness and local Emergency Management and discuss collaboration on pandemic preparedness.

OHA/ODE Requirements	Hybrid/Onsite Plan
	<p>d. Identify any local or state reporting requirements for pandemic.</p> <ol style="list-style-type: none"> 5. Begin tracking and reporting trends by conducting surveillance. 6. Establish procedures for screening to be utilized with pandemic. 7. Identify administrative measures to accomplish “physical distancing.” 8. Identify areas within the school facility that can be used for isolation and quarantine. 9. Provide routine training about transmission and prevention and control measures. 10. Conduct or participate in mock exercises related to surveillance and infection control in pandemic. 11. Communications with OHA epidemiologist on call = LPHA point of contact <p><i>Refer to Appendix A Wallowa School District COVID-19 Plan p. 2-5</i></p>

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review and utilize the “Planning for COVID-19 Scenarios in Schools” toolkit. <input checked="" type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning. <input checked="" type="checkbox"/> Continue to provide meals for students. 	<ol style="list-style-type: none"> 1. Immediately isolate staff or students with pandemic disease-like illness. District outbreak response protocol must be followed. <ul style="list-style-type: none"> a. Reinforce staff education on infection control procedures when caring for pandemic students. b. Ensure adequate infection-control supplies and personal protective equipment is available. 2. Perform triage to rapidly identify students with pandemic-like symptoms and implement procedures for separating the sick from the well. 3. Communications with OHA epidemiologist on call = LPHA point of contact 4. Oregon Health Authority will Conduct contact investigations of the initial cases that have been identified, and quarantine contacts according to public health guidelines. <p style="margin-left: 40px;">Note: contact investigations and quarantine may be inappropriate and abandoned as a strategy if there are multiple pandemic cases in multiple classrooms.</p> 5. Implement measures to increase physical distancing (including school closure, if necessary). 6. Continue staff, parent and student training on infection control. 7. Monitor adherence to infection control guidelines. 8. Contact the Superintendent and coordinate physical distancing, workforce limitations issues, health insurance issues and any other pertinent issues.

OHA/ODE Requirements	Hybrid/Onsite Plan
	9. Implement distance-learning plan (if appropriate). <i>Refer to Appendix A Wallowa School District COVID-19 Plan p. 6-12</i>

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit. <input checked="" type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. <input checked="" type="checkbox"/> When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools. 	<p><i>Previous pandemics have been associated with subsequent "waves" of pandemic-like illnesses after an initial wave resolve. After an initial pandemic outbreak, subsequent outbreaks are likely. The recovery period will involve both recovering from the pandemic emergency, evaluating the response to it and preparing for subsequent waves of pandemic disease.</i></p> <ol style="list-style-type: none"> 1. Maintain surveillance for pandemic-like symptoms (to detect subsequent waves of the pandemic). 2. Maintain communication with the Oregon Health Authority. 3. Evaluate the effectiveness of surveillance and infection-control measures during the pandemic and summarize observations. 4. Evaluate the adequacy of infection control supplies and the need for restocking. 5. Restock infection control supplies. 6. Revise plan if necessary. <p><i>Refer to Appendix A Wallowa School District COVID-19 Plan p. 12-15</i></p>



ASSURANCES

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

This section does not apply to private schools.

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

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

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

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

Assurance Compliance and Timeline

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

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