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Charles F. Tigard Elementary School

OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

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 | Charles F. Tigard Elementary School; Tigard Tualatin School District |
| Key Contact Person for this Plan | Ryan Blasquez |
| Phone Number of this Person | 503-431-4408 |
| Email Address of this Person | rblasquez@ttsd.k12.or.us |
| Sectors and position titles of those who informed the plan | RSSL Planning Teams |

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.

Elementary School Planning Team

| | | |
|-------------------------------------|-------------------------------------|--------------------------------|
| Angela Deuth | Ashley Thomas | Cheri Gamache |
| Audra Gans | Dylan Tanner | Janell Cooke |
| Emily Kelchner Lee | Jarvis Gomes | Julie Schmidt |
| Kali Gooding | Kathryn Toppel | Katie Beckett |
| Kristina Kurtz | Laura Resnick | Lindsey Pratt |
| Laurel Fischer | Jordan Mills | Liza Wolfgang |
| Tamara Diana Harris | Veronica Villanueva | Brenda Alarcon |
| Colleen Thompson | Jesabel Centeno | Nicole Boucher |
| Lisa Fetherston | Lourdes Romero | Pamela Harrel |
| Paul Verstraete | Rogelio Ramos | Rory Moore |
| Ryan Blasquez | Sonia Lulay | Susan Scott |



Dr. Sue Rieke-Smith, Superintendent
 Dr. Lisa McCall, Associate Superintendent
 Todd Robson, Director of Teaching and Learning
 Carol Kinch, Director of Student Services
 David Moore, Director of Business
 Darin Barnard, Director of Operations
 Traci Rose, Director of Community Relations
 Amber Fields, Director of Secondary Programs
 Zinnia Un, Director of Equity and Inclusion
 Debbie Ebert, Director of Human Resources
 Susan Barnard, Director of Technology
 Geoff Smoke, Director of Transportation
 Diane Wylie, Director of Food Service

| | |
|--|---------------------------------|
| Local public health office(s) or officers(s) | Washington County Public Health |
| Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements | Ryan Blasquez |
| Intended Effective Dates for this Plan | August 2020 - June 2021 |
| ESD Region | Northwest Regional ESD |

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.

District-wide Community Engagement Meetings:

- General Sessions: July 21, July 28, August 4
- By Levels: Elementary, Middle, and High Schools

Family Affinity Connection Series:

- Latin/o/a/x, Hispanic, and Chicano Families, Thursday, July 30, ongoing
- Families of Black Students, Monday August 3, ongoing
- Asian & Pacific Islander families, Thursday, August 6, ongoing
- Indigenous and Tribal Families, August 7, ongoing
- LGBTQSIA+ Families, August 12, ongoing
- Two-way Immersion (TWI) Families, August TBD, ongoing
- Students with Students with Disabilities August 4, 11, and 18, ongoing

- Families of students receiving TAG services
- Families of students receiving ELD services

Additional sessions and community information communicated through www.ttsdschools.org.

Levels Community Engagement Meetings:

- Elementary: August 11th
- Middle School: August 12th
- High School: August 13th

School Community Engagement Meetings:

- August 24th-31st

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 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

In accordance with the *Ready Schools, Safe Learners: Community COVID-19 Metrics (RSSL)* announced by Governor Brown on July 28, 2020 and to ensure the health and safety of students and staff with the current COVID-19 rates, TTSD will be starting the school year in Comprehensive Distance Learning (CDL) for at least nine weeks beginning Sept. 14th, 2020. When it is deemed safe to return to school in accordance with the [RSSL Community Metrics](#), established by the Oregon Health Authority (OHA) and Oregon Department of Education (ODE), TTSD students and staff will be in a Hybrid model.

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.

At this time, no waivers are necessary as it relates to the Comprehensive Distance Learning Guide.

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.

CDL will continue until at least November 13, 2020. Once the COVID-19 metrics (defined in section 0b of *Ready Schools, Safe Learners*) meet the required rate for reopening, TTSD will move into a Hybrid model where students are onsite in stable cohorts for in-person instruction two days a week. TTSD will also monitor learning needs to determine need and prioritization for limited in-person instruction, based on allowable exceptions defined in section 0b.

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.



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 spreads of COVID-19 within the school setting. CDC Checklist for Buildings <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 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. <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. <input checked="" type="checkbox"/> Protocol to cooperate with the LPHA recommendations and provide all logs and information 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 | <p>The Tigard Tualatin School District follows the published Communicable Disease Guidelines from the Oregon Department of Education and the Oregon Health Authority. This information was used to create a specific Communicable Disease Management Plan-COVID-19. The District will comply with any of the Governor's Executive Orders that are in effect and will be updated in the Protocol to Identify and Assess for COVID-19. This protocol will provide clear guidance on how to respond when a positive case is confirmed. We recognize that this plan will remain fluid as Governor's Orders, Center for Disease Control (CDC) and Local Public Health Authority (LPHA) recommendations change. The plan was developed by the Tigard Tualatin School District (TTSD) public health team in consultation with our LPHA, Washington County Public Health. This team includes representatives from health services, human resources, communication, operations and students services departments and meets regularly to up-date the communicable disease plan. The plan provides specific measures to reduce the spread of COVID 19: 1) Physical Distancing, 2) Hand, Cough and Sneeze Hygiene, 3) Cohorting, 4) Cleaning & Disinfecting, 5) Airflow and Ventilation and 6) Clear Communication.</p> <p>Each school will convene a local public health team who will meet regularly to ensure all prevention measures are in place and operating smoothly. The team could be the school's "safety team." Each school will have a primary and secondary designated person that will monitor the adherence to these prevention measures. (See names above).</p> <p>With support from the district, schools will provide detailed training prior to any in-person work in a school building. Examples of training include: screening protocols, hand washing, and exclusionary requirements.</p> <p>The TTSD School District also follows School Board Policies GBEB, JHCC and GBEB-AR/JHCC-AR Administrative Rules.</p> <p>Protocol to Identify and Assess for COVID-19 is a protocol that will provide clear guidance on how to respond when a positive case is confirmed or a cluster of cases. The district will have a COVID Response Team that will process each situation and provide schools, staff and families with clear direction. This team will also be responsible for consultation with Washington County Public Health.</p> <p>Screening/Isolation: Visual and interview screening of all students and staff is outlined in the Communicable Disease Plan. Staff will be trained and supported using guidelines on how to screen and how to respond if someone is symptomatic. If a student or staff present symptoms related to COVID they will be required to stay in an isolation room with trained staff members until they can safely go home or be released to a parent or guardian.</p> |

- Drop off/pick up time
- Parent/guardian name and emergency contact information
- All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student

- ☑ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.
- ☑ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.
- ☑ Protocol to respond to potential outbreaks (see section 3 of the *Ready Schools, Safe Learners* guidance).

Contact Tracing: Each cohort will have a contact tracing log in their room and/or bus. Every person that enters that room/bus will write down their name, contact information and time in and out. The logs will be kept for each student/cohort in the main office. The Head Secretary will maintain the contact tracing logs for up to 4 weeks.

Prior to employees returning to school buildings, principals will:

1. **Convene a public health team that includes the district nurse (can be a safety team).**
2. **Set up screening procedures for staff (check in sheet provided).**
3. **Review Communicable Disease Plan and Human Resources Frequently Asked Questions with staff.**
4. **With district support, provide training on safety protocols (i.e. masks, physical distancing, disinfecting) and expectations (i.e. stay home when sick).**

Prior to the return on in-person instruction, principals will:

1. **Set up a local school public health team (could be your safety team).**
2. **Review the Communicable Disease Plan and procedures.**
3. **Plan systems and routines for daily screening, handwashing and cohort reporting (see below).**
4. **Identify an isolation room.**
5. **Identify staff needed to conduct screenings and designate healthroom staff.**
6. **With district level support, plan to train staff on new public health procedures and expectations when sick (or exposed). District will provide training modules for common health protocols.**
7. **PBIS teams will be prepared to teach lessons on common routines needed to maintain health and safety.**

1b. HIGH-RISK POPULATIONS

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|--|
| <ul style="list-style-type: none"> ☑ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. <p>Medically Fragile, Complex and Nursing-Dependent Student Requirements</p> <ul style="list-style-type: none"> ☑ 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: <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. ☑ 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>All students will be served through either a Hybrid or Comprehensive Distance Learning model.</p> <p>Medically Fragile, Complex and Nursing Dependent Students</p> <ul style="list-style-type: none"> • District nurses will work with families and their healthcare providers to determine the best option for any student who is medically fragile, complex or nursing dependent. • Students who are Medically Fragile, Complex and Nursing Dependent will have the option of enrolling in comprehensive distance learning instruction with regular check-ins. • Students who experience disability who have IEPs or 504s will be provided Free and Appropriate Public Education per their individual plans. When applicable, a students' 504 or IEP team will modify a plan to address health care needs. • When applicable, health plans will be up-dated and/modified to address current health care considerations. • Students with language services will continue to receive English to Speakers of Other Languages (ESOL). |

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

1c. PHYSICAL DISTANCING

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|---|
| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings. Signage (Occupancy/6ft.) <input checked="" type="checkbox"/> Support physical distancing in all daily activities and instruction, striving to maintain at least six feet between individuals. <input checked="" type="checkbox"/> Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. <input checked="" type="checkbox"/> Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). <input checked="" type="checkbox"/> Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. <input checked="" type="checkbox"/> Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. | <p>Each school will arrange the environment, establish routines and provide visual cues to promote physical distancing.</p> <ul style="list-style-type: none"> • Where possible, limit extra furniture to make more room. • Remove fabric-covered furniture when possible. • Assign seating to maximize physical distancing and minimize physical interaction. This should include special education students that may not be on the class roster, and assistants that support students. • Students will be scheduled to reduce the number of students in a classroom where possible. • Students, teachers, assistants, etc. will be scheduled so that a minimum of 35 square feet per person of usable space is provided. • Staff rooms will also have a sign with the maximum number of people allowed in them for physical distancing • Schedules will be developed to bring students into the building for the first time in “shifts” (i.e., cohort, grade level, etc.) so that proper instruction can be provided |

on hygiene (i.e., hand washing), cleaning, cohorting, social distancing, hallway/playground markings, etc.

Prior to the return of in-person instruction, principals will:

- **Review the list above with custodians to address all bullet points.**

1d. COHORTING

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|---|
| <p><input checked="" type="checkbox"/> Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff.</p> <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. <p>Students cannot be part of any single cohort, or part of multiple</p> <p><input checked="" type="checkbox"/> 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.</p> <p><input checked="" type="checkbox"/> Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance).</p> <p><input checked="" type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.</p> <p><input checked="" type="checkbox"/> Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.</p> <p><input checked="" type="checkbox"/> Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers.</p> <p><input checked="" type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.</p> | <p>Students and staff will be assigned to cohorts. Cohorts are a stable, small groups remain together over time with minimal mixing of groups</p> <p>Transportation Cohort: This is a stable group of students each day.</p> <ul style="list-style-type: none"> ● Updated contact-tracing logs are required for each run of a route. <p>K-8 Cohorts: Students will be assigned a classroom cohort. Teachers will move in and out of the cohort. Teachers and assistants will be part of the cohort. Contact tracing logs will be in each cohort setting and up-dated each time someone enters (or exits) the room.</p> <p>All TTSD elementary schools that have a preschool or childcare center that operates independently but are located in school buildings (i.e. YMCA, Juntos ,Club K, Head Start, Kids Campus). The schools will work in collaboration with these organizations to plan schedules, screenings, contact tracing, etc.</p> <p>Specialized instruction (Title I, Special Education and ELD):</p> <ul style="list-style-type: none"> ● To the extent possible, students receiving supports beyond core instruction (e.g., Title 1 Services, Special Education and Related Services) will receive these supports within their grade band cohort or virtually. ● If students’ needs cannot be met in their grade cohort and cannot be met in a virtual environment, small groups of students will work together in additional cohorts. The teacher will up-date cohort/contact tracing log as appropriate. <p>The school’s public health team will create daily routines for entering & exiting the buildings, bathroom breaks, hand washing, recess/activity, transitions and electives to minimize interactions between cohorts.</p> |

1e. PUBLIC HEALTH COMMUNICATION

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|---|
| <p><input checked="" type="checkbox"/> Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.</p> <p><input checked="" type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case.</p> <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><input checked="" type="checkbox"/> Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.</p> <p><input checked="" type="checkbox"/> Provide all information in languages and formats accessible to the school community.</p> | <p>Staff communication will include the following: Signage displayed prominently in buildings focused on safety protocols; regular reminders during staff meetings; weekly staff newsletters.</p> <p>A communication plan is in place and will be executed to inform staff, students, and familie of potential contact with a confirmed case, informed by Washington County Health and the WHC Workplace Toolkit.</p> <p>Note above: TTSD will execute an internal and external communication plan to notify staff, families, and community.</p> <p>TTSD has an internal culturally responsive communication team that has identified and created communication practices for all staff and families where English is not the first language at home.</p> |

1f. ENTRY AND SCREENING

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| <p><input checked="" type="checkbox"/> Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms. COVID-19 symptoms are as follows:</p> <ul style="list-style-type: none"> ● Primary symptoms of concern: cough, fever 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, but are not enough in isolation to deny entry. 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 ○ Other severe symptoms <p><input checked="" type="checkbox"/> Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian.</p> <ul style="list-style-type: none"> ● 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. ● They must remain home until 72 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. <p><input checked="" type="checkbox"/> Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days.</p> <p><input checked="" type="checkbox"/> Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.</p> <p><input checked="" type="checkbox"/> Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</p> | <p>Students, families and staff will be trained and reminded about staying home if they or anyone in their homes have COVID-19 symptoms prior to returning to in-person work or school. The district will send out reminders each week. TTSD will follow all exclusionary guidelines when a student or staff present symptoms.</p> <p>Arrival and Entry Prior to entering any district site, each individual will be screened through a sign in procedure.</p> <p>Screening Procedures will be completed visually and/or with confirmation from a parent/caregiver/guardian.</p> <ul style="list-style-type: none"> ● Each student will be assigned an entrance point (i.e., a specific door) to the school building. ● They will go directly to their first content cohort (i.e. their first period class) through their assigned entry door. ● Staff will be present at each entry point to visually screen students for symptoms. ● Staff will be present at each entry point to screen students for symptoms both visually and interview. The screening process is an interview with the family member or the student asking about fever, cough, shortness of breath and contact with anyone with COVID-19. Families will be asked to take their children's temperature prior to going to school. ● If a family or student cannot provide the necessary information, the school will take the students temperature and review for any other symptoms. If a student has a temperature beyond 100.4 parents/guardians should be notified to immediately take the student home, and the student will wait to be picked up in a designated isolation area. ● When the screening indicates that a student may be symptomatic, the student is directed to the isolation room. The staff will follow established Assess and Identify Protocol. ● Students will wash hands as soon as they enter the classroom or prior depending on handwashing proximity. ● Students will be screened prior to entering a bus or a building by a designated staff using the Check In Form. <p>Isolation</p> <ul style="list-style-type: none"> ● Complete reporting and communication process outlined in Flowchart to Identify and Assess. This includes Isolation, family communication, reporting, and disinfection protocols. <p>Screening Staff:</p> <ul style="list-style-type: none"> ● Staff are required to disclose when they may have been exposed to COVID-19. ● Staff are required to disclose when they have symptoms related to COVID-19. Staff are expected to self-check temperature prior to reporting for work daily. ● Staff & Adult Screenings: Each staff member (including district staff) entering the building will sign in on the self-screening check in form everyday. All visitors will follow similar screening procedures. <p>Hand hygiene: Handwashing will be integrated into the daily routine. Students will be taught and reinforced for handwashing.</p> <p>Prior to employees returning to school buildings, principals will:</p> <ol style="list-style-type: none"> 1. Set up screening procedures for staff (check in sheet provided). 2. Review Communicable Disease Plan and Human Resources Frequently Asked Questions with staff. |

3. With support from the district, provide training on safety protocols (i.e. masks, physical distancing, disinfecting) and expectations (i.e. stay home when sick).

Prior to the return to in-person instruction, principals must:

- Plan systems and routines for daily screening.
- Consider breakfast and hand washing routines

Note: Isolation/Screening rooms cannot include the Health Room where students get their medication. It is recommended, where possible, that this be a location on the periphery of the building (so students don't have to travel through the main areas of the building, and can easily get picked up by parents), and not in the office where an exposure could impact the entire building.

1g. VISITORS/VOLUNTEERS

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Restrict non-essential visitors. Only allow visitors if six feet of physical distance between all people can be maintained. <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. <input checked="" type="checkbox"/> Screen all visitors for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days. | <ul style="list-style-type: none"> ● In general, visitors will not be allowed in schools. There may be some exceptions for Essential Visitors (i.e., in the Lobby, significantly impacted students walked to class by parents). Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. ● Adults in schools are limited to essential personnel only. Essential visitors must wash or sanitize their hands upon entry and exit. They must also wear appropriate masks/face shields. ● Essential visitors will be visually screened for symptoms during sign-in and will not be allowed to enter if symptomatic. Everyone must wear appropriate masks / face shields. ● Everyone is encouraged to conduct business over the phone, electronically, behind glass/barriers and not enter the office nor school common spaces (i.e, cafeteria, gym, playground, etc.). The lobby will be cleaned on a regular schedule. |

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

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|---|
| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines Face Coverings <input checked="" type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines 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, the school/team must <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. <p>Protections under the ADA and IDEA</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> If any student requires an accommodation to meet the requirement for face coverings, districts and schools should work to limit the student's proximity to students and staff to the extent | <p>Facial Coverings Facial coverings are required for:</p> <ul style="list-style-type: none"> ● All TTSD staff and students, including Itinerant staff ● Facial coverings will be provided for staff and students or, they may choose to wear their own as long as it meets CDC/OHA requirements. <p>Face Masks Face masks will be provided and required for designated health room providers when administering medication or providing direct services. Other designated staff will be required to wear face masks when performing certain duties.</p> <p>Facial Shields A face shield does not replace the face mask or covering. Facial shields will be made available to:</p> <ul style="list-style-type: none"> ● Bus driver ● Speech Language Pathologist ● Child Nutrition Program staff ● Front office staff ● SPED staff. ● Isolation Room Staff (or those interacting with staff/students that display symptoms or have had known contact with individuals that have been diagnosed positive) |

possible to minimize the possibility of exposure. Appropriate accommodations could include:

- Offering different types of face coverings and face shields that may meet the needs of the student.
- Spaces away from peers while the face covering is removed; students 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;

For students with existing medical conditions, doctor's orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny access to On-Site instruction.

Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020.

- If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school or district must:
 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments.
 2. 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:

1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.
2. The team must determine that the disability is not prohibiting the student from meeting the requirement.

If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,

If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning.

3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited on-site instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.

- Nurses

Further PPE may be required for:

- Staff providing 1:1 student support
- OT, PT, staff supporting personal care, staff where direction requires direct physical contact
- [ODE - face coverings-shields](#)

Facial covering are NOT recommended for:

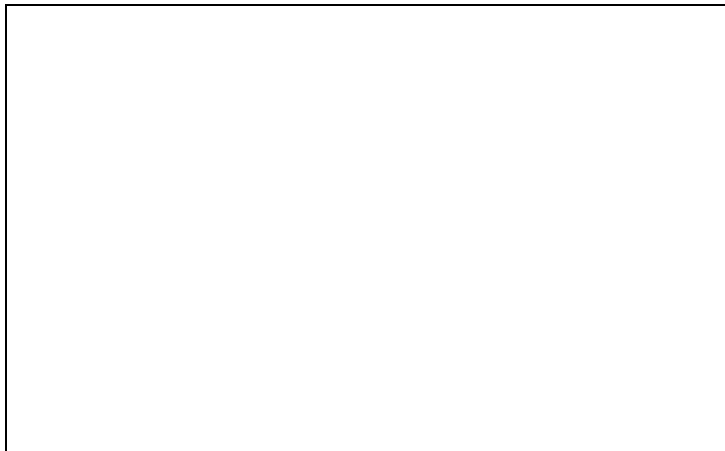
- Children of any age should not wear a face covering:
 - If they have a medical condition that makes it difficult for them to breathe with a face covering;
 - If they experience a disability that prevents them from wearing a face covering;
 - They are unable to remove the face covering independently; or
 - While sleeping.

*Face coverings should never prohibit or prevent access to instruction or activities, nor shall a student be disciplined for not adhering to rules.

Students and staff may request accommodations when they cannot meet the face covering requirements. Students/families will request accommodations through their counselor and/or Learning Specialists. Staff may contact the Human Resources Department.

- ☑ Districts must consider child find implications for students who are not currently eligible for, or receiving services under, a 504/IEP who demonstrate an inability to consistently wear a face covering or face shield as required. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.

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



1i. ISOLATION MEASURES

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|---|
| <ul style="list-style-type: none"> ☑ 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. ● 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. ☑ 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, and hands washed after removing PPE. ● After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands 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 healthcare facility. | <p>Hybrid/Onsite Plan</p> <p>When a student or staff presents with symptoms related to COVID-19, the school will follow the Identify and Assess Protocols.</p> <p>The school's public health team, including the nurse, will determine an isolation room that is located in an area of the school to limit interaction and access to outside.</p> <p>A designated primary isolation area will be used for students and staff who are symptomatic.</p> <ul style="list-style-type: none"> ● Symptomatic students will remain at school until a designated adult can pick them up. ● Healthroom staff will be assigned to supervise students who are symptomatic, and will need to maintain at least six feet of distance and wear facial coverings and other PPE as recommended by CDC. ● The Isolation Room will be in a separate location from the primary Health Room. ● Logs will be maintained for every student who enters the Initial Screening or Isolation Room regardless of whether they are treated or sent home. Logs will include: <ul style="list-style-type: none"> ○ Name of student ○ Reported symptoms/reason for health room visit ○ Action taken ● School will work with the family to ensure they have access to healthcare providers (i.e. School Based Health Centers) and a testing site, if needed. <p>Transportation</p> <ul style="list-style-type: none"> ● School staff will contact parents/guardians for immediate pick up of any students who present symptoms. ● If parents/guardians cannot pick up a student, school will work with district transportation to ensure the student can get home safely. <p>Exclusionary Requirements</p> <p>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.</p> <ul style="list-style-type: none"> ● Symptomatic staff or students should be evaluated and seek COVID-19 testing from their regular physician or through the local public health authority. ● If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. |

- ☑ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms.
 - Symptomatic staff or students should be evaluated and seek COVID-19 testing from their regular physician or through the local public health authority.
 - If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
 - If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
 - If a clear alternative diagnosis is identified as the cause of the person's illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance should be followed and the person should be fever-free for 24 hours, without use of fever reducing medicine. A physician note is required to return to school, to ensure that the person is not contagious.
 - If they do not undergo COVID-19 testing, the person should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
- ☑ Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).
- ☑ Record and monitor the students and staff being isolated or sent home for the LPHA review.

- If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
- If a clear alternative diagnosis is identified as the cause of the person's illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance should be followed and the person should be fever-free for 24 hours, without use of fever reducing medicine. A physician's note is required to return to school, to ensure that the person is not contagious
- If they do not undergo COVID-19 testing, the person should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.

Prior to the return to in-person instruction, principals must:

- Designate isolation room.
- Identify health room staff.
- Train and communicate with staff and families the exclusionary requirements.



2. Facilities and School Operations

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

2a. ENROLLMENT

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|--|
| <ul style="list-style-type: none"> ☑ Enroll all students (includes foreign exchange students) following the standard Oregon Department of Education guidelines. ☑ Do not disenroll students for non-attendance if they meet the following conditions: <ul style="list-style-type: none"> ● Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or | <ul style="list-style-type: none"> ● All students will be enrolled following the Oregon Department of Education guidelines. Data coordinators in the schools will continue to receive reminders and updates through TTSD eBinder documentation, email and regularly scheduled (virtual) meetings. ● No student will be dropped for non-attendance if they meet the following conditions: |

| | |
|--|---|
| <ul style="list-style-type: none"> ● Have COVID-19 symptoms for 10 consecutive school days or longer. <input checked="" type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns. | <ul style="list-style-type: none"> ○ Are identified as vulnerable, or otherwise considered to be part of a population vulnerable to infection with COVID-19 ○ Have COVID-19 symptoms for the past 10 days ● Attendance policies will follow the Oregon Department of Education Guideline: Daily for grades K-5 and per course in grades 6-12. (See details in Attendance section, 2b.) |
|--|---|

2b. ATTENDANCE

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|---|
| <input checked="" type="checkbox"/> Grades K-5: 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). | Grades K-5: Daily attendance will be taken. Students will be counted as present through one of the following two-way communication methods: <ul style="list-style-type: none"> ● Live sessions ● Assignment submission ● Email/phone/text/LMSI communication |
| <input checked="" type="checkbox"/> Grades 6-12: 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). | Grades 6-12: Period attendance will be taken during each scheduled class that day. Students will be counted as present through one of the following two-way communication methods: <ul style="list-style-type: none"> ● Live sessions ● Assignment submission ● Email/phone/text/LMS communication |
| <input checked="" type="checkbox"/> Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver’s work schedule, and mental/physical health. | Daily/period attendance will be available for parents daily through ParentVUE and email updates. The designated attendance team will review individual and school-wide attendance data weekly. <ul style="list-style-type: none"> ● Attendance policies and plans will encourage staff and students to stay home if someone in their house is sick. |

2c. TECHNOLOGY

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|--|
| <input checked="" type="checkbox"/> Update procedures for district-owned devices to match cleaning requirements (see section 2d of the <i>Ready Schools, Safe Learners</i> guidance). | <ul style="list-style-type: none"> ● Clean and sanitize each device brought in for repair, return, inventory, or redistribution. <ul style="list-style-type: none"> ○ Any device that is returned to the District is placed in a 3 day (min) quarantine, cleaned and disinfected prior to redistribution |
| <input checked="" type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements. | <ul style="list-style-type: none"> ● Using Canvas as TTSD’s K-12 LMS, will allow TTSD teachers to facilitate continuous learning experiences that occur in-person and in a distance learning setting (at-home). ● Share the list of all the software and student-facing technology solutions with families: <ul style="list-style-type: none"> ○ TTSD Digital Resources List: https://menu.clever.com/ttsd ● Plan for adequate technology at home for off-site working, teaching, and learning: <ul style="list-style-type: none"> ○ TTSD is 1:1 for students and teachers. ● Review technology policies and data privacy policies and update if needed. <ul style="list-style-type: none"> ○ TTSD Electronic Communication Guidelines, Technology Resources for Reopening ● Establish a family and educator Technology Help Desk to support the use of technology: <ul style="list-style-type: none"> ○ IT Help Desk for Students & Parents: 503-431-4051 ○ ParentHelp Website: http://parenthelp.ttsdschools.org ○ Ticket system for Staff: https://ticket.ttsd.k12.or.us ○ Ticket system for Students: https://ticket.ttsdstudents.org |

- Deployment of district-provided hotspots (with recently removed limits) will continue to ensure adequate internet access for all families.

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. CDC Guidance on Cleaning (timelines, suggestions of materials) | <ul style="list-style-type: none"> • TTSD Custodial Services: Who we are and how we can help: • TTSD cleaning and Disinfecting expectations: • Hand Washing: <ul style="list-style-type: none"> ○ Provide age appropriate hand washing education, define appropriate times to wash hands, and provide hand sanitizer when hand washing is not available. ○ All students will have access to hand washing prior to breakfast and lunch. Frequent opportunities for hand washing will be provided throughout the school day. Hand washing will be supplemented with the use of hand sanitizer. ○ Each school will provide age appropriate hand hygiene and respiratory etiquette education to endorse prevention. This includes website, newsletter and signage in the school setting for health promotion. • Equipment: Equipment includes materials such as school supplies (scissors, glue sticks), PE and recess equipment, Science Lab supplies. <ul style="list-style-type: none"> ○ Sharing of supplies will be restricted whenever possible. ○ All shared equipment will be cleaned by classroom staff between use by another student or cohort group. Approved cleaning materials and supplies will be provided. • Safety Drills: Safety drills at the start of the school year will be scheduled for both cohorts of students to participate: <ul style="list-style-type: none"> ○ September evacuation drill ○ Lockdown drill ○ Earthquake drill ○ Remaining drills will alternate monthly between cohorts. ○ Staff and students will follow distance requirements during exit of the building. ○ Re-entry to the building will be through an assigned entry point to reduce incidental contact. • Events: Field trips will be designed virtually for the school year. <ul style="list-style-type: none"> ○ Off-site field trips and events requiring visitors or volunteers have been canceled. ○ All assemblies, special performances, schoolwide parent meetings and other large gatherings will be cancelled or held in a virtual format. ○ Athletic events and practices will follow future OSAA guidance forthcoming. ○ Use of the building by outside groups will not be allowed. • Transitions/Hallways: <ul style="list-style-type: none"> ○ Hallway traffic direction marked to show travel flow. ○ Transitions by grade-level cohort groups will be staggered to reduce contact. ○ Student cohorts will remain in the classroom with adult transitions when possible. ○ Cohort classrooms will be assigned by building area/level to allow access to a single bathroom, drinking fountain and hand washing station throughout the school day. • Classroom line up: students line up in cohort classes outside and in the gym in designated areas, keeping more than 6 feet between cohort groups. <ul style="list-style-type: none"> ○ Line up areas are to be marked with visual cues to indicate adequate physical distance. To be done by |

classroom staff as part of classroom setup. Approved marking materials/signage to be provided for installation on specific surfaces (floor, walls, etc.).

- **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, instruments, etc.).
 - Students will not use lockers to store personal property.
 - All personal property brought to school will be carried by the student throughout the school day in their backpack/bag.
 - Personal property must be labeled with a student name and will only be used by the student.
- **Restrooms:**
 - Each cohort will have a designated restroom assigned based on cohort rooms. If this cannot be maintained, the restrooms will be cleaned multiple times throughout the day.
 - Visual reminders will be used in all restrooms to encourage hygienic practices including:
 - Handwashing techniques
 - Covering coughs/sneezes
 - Social distancing
 - Facial coverings
 - Covid-19 symptoms

Principal

Plan to develop specific bathroom assignments and schedules.

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. <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 hand sanitizer 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. ☑ Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible. | <p>Arrival and Entry Each student will be assigned an entrance point (i.e., a specific door) to the school building.</p> <ul style="list-style-type: none"> ● Upon entry, students will go directly to their first content cohort (i.e. first period class). ● Staff will be present at each entry point to visually screen students for symptoms and track cohort data. ● Students will wash hands before breakfast. ● Visual cues for physical distancing will be provided at entrances. ● Buses will run multiple routes creating a staggered arrival and dismissal time. ● Students will go straight to their classroom where they will be supervised by staff. <p>Sign-In /Sign-Out Procedures</p> <ul style="list-style-type: none"> ● Students entering or leaving the building at times other than arrival or dismissal will use the main building entrance. ● All sign-in/sign-out tracking will be handled by office staff to reduce sharing of pen/paper. ● Students will have staggered drop-off and pick-up times by cohort and grade level. <ul style="list-style-type: none"> ○ For families with multiple children in different cohorts, outdoor spaces will be utilized to maintain cohort groups and ensure student supervision. |

- Classes will enter through the main and side doors. Each staff will use a sign-in/sign-out protocol to help facilitate contact tracing.
- Staff will fill in the information and not allow a shared pen/paper.
- Hand sanitizer will be available at reception to use in conjunction with arrival/dismissal and sign-in/sign-out. All classes with outside doors will utilize this entrance.
- Hand sanitizer dispensers will be placed near all entry doors and other high-traffic areas.
- Share with families the need to keep drop-off/pick-up interactions as brief as possible.
- Mark specific areas and designate one-way traffic flow for transitions of traffic for vehicles and on-foot.

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. Guidance for Cleaning ☑ Handwashing: Remind students through signage and regular reminders from staff of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of and hands washed or sanitized immediately. <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. | <p>Seating:</p> <ul style="list-style-type: none"> • Rearrange student desks and tables to at least six feet apart or 35 sq ft per person; assign seating so students are in the same seat at all times. <p>Materials:</p> <ul style="list-style-type: none"> • Each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.). If needed to share, these items will be cleaned frequently. Hand sanitizer and tissues will be available for use by students and staff. <p>Hand Washing:</p> <ul style="list-style-type: none"> • Post age appropriate signage and provide regular reminders for hand washing. <p>Furniture:</p> <ul style="list-style-type: none"> • All upholstered furniture and soft seating has been removed from the school building to the extent possible. <p>Classroom Procedures:</p> <ul style="list-style-type: none"> • All classes will use an assigned cubby or storage spaces for individual student belongings. If a classroom uses a permanent restroom/hall passes it must be cleaned and sanitized between student use by classroom staff. Consider other options and elimination of shared passes. <p>Seating:</p> <ul style="list-style-type: none"> • Each class and hallway will have visual aids (e.g., painter's tape, stickers, etc.) to illustrate traffic flow, appropriate spacing, assigned seating areas. <p>Environment:</p> <ul style="list-style-type: none"> • 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, AND BREAKS

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| <ul style="list-style-type: none"> ☑ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). ☑ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. ☑ 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. ☑ 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. | <ul style="list-style-type: none"> • Playground(s) will remain closed until parks within the TTSD community have reopened for public use. • Schools will post adequate signs sharing this information with the public. At that point, classes may use the playground for recess on a staggered schedule throughout the school day. • All playground equipment will be disinfected daily by custodial staff and in between each cohort group by school staff. • Students must wash hands before and after using playground equipment. • Recess activities will be planned to support physical distancing and maintain stable cohorts. This can include limiting the number of students on one piece of equipment, |

- ☑ Cleaning requirements must be maintained (see section 2j of the **Ready Schools, Safe Learners** guidance).
- ☑ Maintain physical distancing requirements, stable cohorts, and square footage requirements.
- ☑ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).
- ☑ Design recess activities that allow for physical distancing and maintenance of stable cohorts.
- ☑ Clean all outdoor equipment at least daily or between use as much as possible in accordance with [CDC guidance](#).
- ☑ Limit staff rooms, common staff lunch areas, and workspaces to single person usage at a time, maintaining six feet of distance between adults.

at one game, etc. Given the lessened capacity for equipment use due to cohorting and physical distancing requirements, teachers will need to set expectations for shared use of equipment by students and may need to support students with schedules for when specific equipment can be used.

2h. MEAL SERVICE/NUTRITION

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|---|
| <ul style="list-style-type: none"> ☑ Include meal services/nutrition staff in planning for school reentry. ☑ Staff serving meals must wear face shields or face covering (see section 1h of the Ready Schools, Safe Learners guidance). ☑ 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. ☑ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed. ☑ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. ☑ Adequate cleaning of tables between meal periods. ☑ 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. | <ul style="list-style-type: none"> ● Students will pick up food in the cafeteria and return to their classrooms or common areas (depending on levels) to eat. ● Physical distancing requirements must be maintained in transit. If a classroom is unable to travel to the cafeteria, cafeteria staff will deliver meals to that classroom. ● All meals will be eaten in the classroom or commons/cafeteria depending on levels. In all areas of meal consumption, physical distancing will be maintained. ● All students must wash hands prior to meals. If possible, students will wash hands in the classroom. If not, follow hallway and restroom procedures. ● Students will not share utensils or other items during meals. ● Each table/desk will be cleaned prior to meals being consumed by classroom staff with provided, approved cleaning materials. <ul style="list-style-type: none"> ○ If cohorts are eating in the cafeteria, all tables will be cleaned and disinfected between cohorts. ● All students will pick up the breakfast meal and take it back to the classroom before the start of school. ● All food trash will be disposed of within the classroom. ● Meal bags with 3 days of breakfast and lunch will be distributed to eligible students on their last day of onsite school each week. For example, students in the cohort attending onsite school on Thursday and Friday will receive their meal bag on Friday. ● Staff rooms will be rearranged to promote physical distancing. Staff will be encouraged to eat in their classroom. Staff will be responsible for disinfecting the area after they eat. Cleaning supplies will be provided. ● Nutrition staff will be provided appropriate PPE. ● Nutrition staff will follow all cleaning and disinfection protocols. ● In the event of a closure, the district will continue to provide meals. |

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 Ready Schools, Safe Learners guidance). ☑ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. | <ul style="list-style-type: none"> ● Each bus driver will be required to: <ul style="list-style-type: none"> ○ Use visual cues (e.g., floor decals, colored tape or signs) to discourage students from standing and sitting within three (3) feet of other passengers, drivers and other staff on the bus. ○ Keep daily student logs. <ul style="list-style-type: none"> ■ The School Nurse will support the training for bus drivers to maintain logs. |

- If a student displays symptoms, provide a face shield or face covering and keep the student at least six feet away from others. Continue transporting the student.
 - If arriving at school, notify staff to begin isolation measures.
 - If transporting for dismissal and the student displays an onset of symptoms, notify the school.
- ☑ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.
 - ☑ 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 **Ready Schools, Safe Learners** guidance to transportation settings

- Take student's temperatures as they enter the bus (Monitor would do this if available). Guidance does allow for visual checks.
 - Assign specific seats to each student to maintain distancing. (Monitor if available)
 - Clean and sanitize buses between routes.
 - Drivers are required to wear face masks or the equivalent.
 - If a student displays symptoms, keep the student at least 6 feet away from others. Continue transporting the student.
 - If arriving at school, notify staff to begin isolation measures.
 - If transporting for dismissal and the student displays an onset of symptoms, notify the school.
 - Assure all students riding a bus will wear a mask.
- Bus routes will be adjusted to support cohorting students and physical distancing, including
 - Three feet of physical distance between passengers.
 - Six feet of physical distance between the driver and passengers (except during boarding and in assisting those with mobility devices).
 - School team will consult with families of students who will need additional support on the bus. (This may include an additional staff member riding the bus with students).
 - Maximum Occupancy will be posted on each bus.
 - Drivers and all transportation staff will have access to handwashing stations or at least 60-95% alcohol-based hand sanitizer.
 - Parents and guardians will be advised of transportation changes. For example, distancing, seating assignments, route changes, bell and schedule changes.
 - All buses will be detailed and sanitized every school day.

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements

- ☑ Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected ([CDC guidance](#)) environments, including classrooms, cafeteria settings, restrooms, and playgrounds.
- ☑ [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.
- ☑ Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. Consider running ventilation systems continuously and changing the filters more frequently. Do **not** use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma

Hybrid/Onsite Plan

Cleaning, Sanitizing and Disinfecting

- All frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) will be cleaned between uses at least 3 times per day.

Ventilation and Airflow

- Ventilation systems will be checked and maintained monthly by maintenance staff. (Additional custodial staffing will be required to meet the increased cleaning requirements, even with assistance of classroom staff).
- Outside air intake will be increased to maximum possible while still maintaining occupant comfort.
- System will be scheduled to run prior to occupancy and after occupancy or longer depending on system capabilities.
- Filtration to be increased to MERV 13 from MERV 8 in all locations where air handlers are capable.

- symptoms. For example, do not use fans if doors and windows are closed and the fans are recirculating the classroom air
- ☑ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.
 - ☑ Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see [CDC's guidance on disinfecting public spaces](#)).
 - ☑ Air circulation and filtration are helpful factors in reducing airborne viruses. Consider modification or enhancement of building ventilation where feasible (see [CDC's guidance on ventilation and filtration](#) and [American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance](#)).



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; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC). | <p>The procedures outlined in the Identify and Assessment Flowchart includes the development and maintenance of three primary areas for meeting healthcare needs.</p> <ul style="list-style-type: none"> ● Traditional health room for non-COVID healthcare provisions. All traditional health room policies and procedures will be followed. ● TTSD will make a modified plan for preventative health services such as dental and vision screenings. ● Immunization processes will be addressed as per routine timeline, which prioritizes the beginning of the year and new students. ● One employee will be designated for the health room with two possible back up health room attendants. This employee will work with a district nurse to follow all protocols and procedures. ● Isolation Room - Maintained for those with symptoms consistent with COVID-19 illness . ● The district's Public Health team meets regularly to review safety and health protocols. The team includes representatives from Health Services, Human Resources, and Special Education and Mental Health Services. ● An expanded TTSD Public Health team will include representatives from the School Based Health Center and Mental Health coordinators and our Culturally Responsive Outreach team. ● Staff will participate in required health services related training to maintain health services practices in the school setting. COVID-19 specific infection control practices for staff and students will be communicated. <p>Prior to the return to in-person instruction, principals must:</p> <ul style="list-style-type: none"> ● Identify one classified employee to be the primary health room attendant, and identify two back up attendants. |



3. Response to Outbreak

3a. PREVENTION AND PLANNING

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|--|
| <ul style="list-style-type: none"> ☑ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. ☑ Establish a specific emergency response framework with key stakeholders. | <p>A COVID Response Team will provide direction and oversight of the district response to protocol. The COVID Response Team will include district nurses, human resources, student services staff and communication staff. They will use the Identify and Assess Protocol to</p> |

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

guide decisions about responding to any confirmed COVID case and/or cluster. The Identify and Assess Protocol will act as the district's emergency response framework.

- Designated district office staff will contact the LPHA to notify them of a case and consult with them about the district's response. Washington County Public Health.
- If anyone who has been on campus is known to have been diagnosed with COVID-19, the district will report the case to and consult with the LPHA regarding cleaning and possible classroom or program closure.
 - Determination if exposures have occurred
 - Cleaning and disinfection guidance
 - Possible classroom or program closure
- If there is a confirmed COVID-19 case, the school community will be notified AND the person will remain confidential.
- When cases are identified a TTSD COVID Response team will convene and respond. The team will provide
 - direction to the family or staff who tested positive
 - communication to the school and cohort communities
 - direction related to response and contact tracing
 - contact custodial team for cleaning and disinfecting requirements
- The COVID Response team will track all symptomatic and confirmed cases at building and district level and provide information to the LPHA.

Staff can use this [Reporting Form](#) to self report.

3b. RESPONSE

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|--|
| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Follow the district's or school's outbreak response protocol. Coordinate with the LPHA for any outbreak response. <input checked="" type="checkbox"/> If anyone who has been on campus is known to have been diagnosed with COVID-19, report the case to and consult with the LPHA regarding cleaning and possible classroom or program closure. <ul style="list-style-type: none"> ● Determination if exposures have occurred ● Cleaning and disinfection guidance ● Possible classroom or program closure <input checked="" type="checkbox"/> Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students. <input checked="" type="checkbox"/> When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district. <input checked="" type="checkbox"/> Modify, postpone, or cancel large school events as coordinated with the LPHA. <input checked="" type="checkbox"/> If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students. <input checked="" type="checkbox"/> Continue to provide meals for students. <input checked="" type="checkbox"/> Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families. | <ul style="list-style-type: none"> ● In the event of a closure, the district will initiate the Distance Learning Model and schedule. The length of the closure is dependent upon the circumstances (i.e numbers of cases, community spread, etc.) ● The district will work in collaboration with preschool and childcare programs to identify the appropriate response to a confirmed case in a school. ● If there is an outbreak all large school events will be cancelled or postponed. ● In the event of a closure, the district will continue to provide meals. ● The district will follow the governors metrics for making decisions to re-open schools and consult with the LPHA. |

3c. RECOVERY AND REENTRY

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|--|
| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Plan instructional models that support all learners in Comprehensive Distance Learning. <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"/> Communicate with families about options and efforts to support returning to On-Site instruction. <input checked="" type="checkbox"/> Follow the LPHA guidance to begin bringing students back into On-Site instruction. | <ul style="list-style-type: none"> ● District will consult with Washington County Public Health to determine when it is safe to return to in-person instruction. ● District will deep clean and disinfect any site where a positive case has been reported. ● Consult with LPHA for guidance on cleaning, sanitizing and disinfecting surfaces. |

- Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.

- Communications to families will include the response to the outbreak, plan for cleaning/disinfecting, criteria for re-entry and plan for temporary Distance Learning.



ASSURANCES

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

- We affirm that our school plan has met the requirements from ODE guidance for sections 4, 5, 6, 7, and 8 of the **Ready Schools, Safe Learners** guidance.



4. Equity

[Ready Schools Safe Learners Guidance](#)
[Comprehensive Distance Learning Guidance](#)



5. Instruction

[Ready Schools Safe Learners Guidance](#)
[Comprehensive Distance Learning Guidance](#)



6. Family, Community, Engagement

[Ready Schools Safe Learners Guidance](#)
[Comprehensive Distance Learning Guidance](#)



7. Mental, Social, and Emotional Health

[Ready Schools Safe Learners Guidance](#)
[Comprehensive Distance Learning Guidance](#)



8. Staffing and Personnel

[Ready Schools Safe Learners Guidance](#)
[Comprehensive Distance Learning Guidance](#)

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> |
|-----------------------------|--|
| | |