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# OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

## Updated 6/30/2020

Under ODE's ***Ready Schools, Safe Learners*** guidance, each school[1] has been directed to submit a plan to the district[2] 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 | **Coquille School District: Winter Lakes High School** |
| Key Contact Person for this Plan | **Jennifer Sweeney** |
|    Phone Number of this Person | **541-824-0115** |
|    Email Address of this Person | **jsweeney@coquille.k12.or.us** |
| Sectors and position titles of those who informed the plan | **Tim Sweeney, CSD superintendent** <br> **Tony Jones, CSD director of Alt Ed & CTE** <br> **Wayne Gallagher, CSD special programs director** <br> **Sharon Nelson, WLE principal** <br> **Walt Wilcott, CSD technology director** <br> **Marci Gallagher, CSD food service director** |
| Local public health office(s) or officers(s) | |
| Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements | **Jennifer Sweeney** |
| Intended Effective Dates for this Plan | **August 2020 – June 2021** |
| ESD Region | **South Coast ESD** |
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[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.

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.

> **On July 14, Jennifer Sweeney emailed a letter to all WLSS families enrolled at the end of the 2019-20 school year. The letter outlined their scheduling/attendance choices for the 2020-2021 school year and indicated that a school staff member would contact them the following week to discuss their choices. During the week of July 20, 2020, school secretaries contacted each WLSS family to discuss their thoughts regarding their attendance options for the 2020-21 school year. The information was tabulated for Jennifer Sweeney to begin planning staff and student schedules based on the needs of WLSS families.**

3. Indicate which instructional model will be used.

   *Select ~~One~~: **In an effort to prepare for both options, Winter Lakes High School and Elementary School will complete plans for both CDL and Hybrid learning.***
   ☐ **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/a4dedb5185d94966b1dffc75e4874c8a) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

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

## REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

| Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan. |
|---|
| **On July 28, 2020 at 1:30pm, Governor Kate Brown announced new metrics of the COVID-19 pandemic that effect whether or not an Oregon public school may open its physical campus to its students. At the submission of this blueprint to the Coquille School Board, Jennifer Sweeney and Sharon Nelson must be prepared for CDL and hybrid learning while hoping the latter will occur at some point in the school year.** |

| Describe how your school's model aligns to the Comprehensive Distance Learning Guidance. In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations. |
|---|
| **Winter Lakes School System already exists as a hybrid learning model with its curriculum focus primarily OdysseyWare. Because of this, WLSS learning specialists are adept at working with students in a comprehensive distance learning model and meet the CDL guidance.** |

**On July 28, 2020 at 1:30pm, Governor Kate Brown announced new metrics of the COVID-19 pandemic that effect whether or not an Oregon public school may open its physical campus to its students. At the submission of this blueprint to the Coquille School Board, Jennifer Sweeney and Sharon Nelson are prepared for the Coquille School District superintendent to direct them to switch to a hybrid learning model when those metrics allow him to do so. Based on the CSD's proposed 2020-2021 calendar, Sharon Nelson and Jennifer Sweeney will have at least one week to survey parents' responses to their student's school attendance choices and write schedules that adhere to the described hybrid learning model blueprint.**

*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 |
|---|---|
| ☐ Implement measures to limit the spreads of COVID-19 within the school setting. | |
| ☐ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. | |
| ☐ Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with the *Ready Schools, Safe Learners* guidance and other guidance from OHA. | |
| ☐ Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. | |
| ☐ Process and procedures established to train all staff in sections 1 - 3 of the *Ready Schools, Safe Learners* guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. | |
| ☐ Protocol to notify the local public health authority ([LPHA Directory by County](#)) of any confirmed COVID-19 cases among students or staff. | |
| ☐ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. | |
| ☐ Process to report to the LPHA any cluster of any illness among staff or students. | |
| ☐ Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner. | |
| ☐ Protocol for screening students and staff for symptoms (see section 1f of the *Ready Schools, Safe Learners* guidance). | |
| ☐ Protocol to isolate any ill or exposed persons from physical contact with others. | |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| ☐ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the *Ready Schools, Safe Learners* guidance).<br>☐ 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.<br>  • 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.<br>  • If a student(s) is not part of a stable cohort, then an individual student log must be maintained.<br>☐ Required components of individual daily student/cohort logs include:<br>  • Child's name<br>  • Drop off/pick up time<br>  • Parent/guardian name and emergency contact information<br>  • All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student<br>☐ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.<br>☐ 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.<br>☐ Protocol to respond to potential outbreaks (see section 3 of the *Ready Schools, Safe Learners* guidance). | |

## 1b. HIGH-RISK POPULATIONS

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| ☐ 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.<br>**Medically Fragile, Complex and Nursing-Dependent Student Requirements**<br>☐ 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:<br>  1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.<br>  2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.<br>  3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.<br>☐ 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:<br>  • Communicate with parents and health care providers to determine return to school status and current needs of the student. | |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| • 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.<br>• Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.<br>• 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.<br>• Service provision should consider health and safety as well as legal standards.<br>• Work with an interdisciplinary team to meet requirements of ADA and FAPE.<br>• High-risk individuals may meet criteria for exclusion during a local health crisis.<br>• Refer to updated state and national guidance and resources such as:<br>  o 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.<br>  o ODE guidance updates for Special Education. Example from March 11, 2020.<br>  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.'<br>  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 |
|---|---|
| ☐ 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. | |
| ☐ Support physical distancing in all daily activities and instruction, maintaining at least 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. | |

## 1d. COHORTING

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| ☐ 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. | |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.<br>☐ Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the *Ready Schools, Safe Learners* guidance).<br>☐ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.<br>☐ Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.<br>☐ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers.<br>☐ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. | |

## 1e. PUBLIC HEALTH COMMUNICATION

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| ☐ Develop a letter or communication to staff to be shared at the start of on-site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.<br> • Consider sharing school protocols themselves.<br>☐ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case.<br> • Consult with your LPHA on what meets the definition of "close contact."<br>☐ 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.<br>☐ Provide all information in languages and formats accessible to the school community. | |

## 1f. ENTRY AND SCREENING

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| ☐ 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:<br> • Primary symptoms of concern: cough, fever or chills, shortness of breath, or difficulty breathing.<br> • 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.<br> • 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.<br> • Emergency signs that require immediate medical attention:<br>   o Trouble breathing<br>   o Persistent pain or pressure in the chest<br>   o New confusion or inability to awaken<br>   o Bluish lips or face<br>   o Other severe symptoms | |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| ☐ 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.<br>   • 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.<br>   • They must remain home until 72 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving.<br>☐ 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.<br>☐ 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.<br>☐ 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. | |

## 1g. VISITORS/VOLUNTEERS

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| ☐ Restrict non-essential visitors. Only allow visitors if six feet of physical distance between all people can be maintained.<br>☐ Visitors must wash or sanitize their hands upon entry and exit.<br>☐ Visitors must wear face coverings in accordance with OHA and CDC guidelines.<br>☐ 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. | |

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

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| ☐ Face coverings or face shields for:<br>   • Staff who are regularly within six feet of students and/or staff<br>     o This can include staff who support personal care, feeding, or instruction requiring direct physical contact.<br>     o Staff who will sustain close contact and interactions with students.<br>   • Bus drivers.<br>   • Staff preparing and/or serving meals.<br>☐ Face shields, face coverings or clear plastic barriers for:<br>   • Speech Language Pathologists, Speech Language Pathology Assistants, or other adults providing articulation therapy.<br>   • Front office staff.<br>☐ 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.<br>☐ **Students who choose not to wear face coverings must be provided access to instruction.**<br>☐ **ADA accommodations:** If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure. | |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| ☐ Protocols for surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day. | |
| ☐ Protocols for assessment of students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. <ul><li>Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated.</li><li>Consider required physical arrangements to reduce risk of disease transmission.</li><li>Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.</li></ul> | |
| ☐ 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><li>School nurse and health staff in close contact with symptomatic individuals (less than six 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.</li><li>If able to do so safely, a symptomatic individual should wear a face covering.</li><li>To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.</li></ul> | |
| ☐ 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. <ul><li>Symptomatic staff or students should seek COVID-19 testing from their regular physician or through the local public health authority.</li><li>If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.<ul><li>Alternatively, a person who had a positive viral test may return to school when they have received two subsequent negative COVID-19 viral tests at least 24 hours apart and 72 hours have passed since fever is gone, without use of fever reducing medicine, and other symptoms are improving.</li></ul></li><li>If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.</li></ul> | |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
|     • 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.<br>☐ 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).<br>☐ Record and monitor the students and staff being isolated or sent home for the LPHA review. | |

## 2. Facilities and School Operations

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

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

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| ☐ Enroll all students (includes foreign exchange students) following the standard Oregon Department of Education guidelines.<br>☐ Do not disenroll students for non-attendance if they meet the following conditions:<br>    • Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or<br>    • Have COVID-19 symptoms for 10 consecutive school days or longer.<br>☐ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns. | |

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

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| ☐ **On-Site school students**: Full-time and part-time students follow normal reporting policy and procedures.<br>☐ **Full-Time Online and/or Hybrid school students**: Full-time students who are enrolled in school and taking online and/or hybrid courses only are reported on an FTE basis using a standard record (ADMProgTypCd = 01) as identified in the Oregon Cumulative Average Daily Membership (ADM) Manual. This is an existing policy previously used in the online setting. As such, there should not be any need to reprogram student information systems to accommodate for this change and the addition of the hybrid setting.<br>    • Note: Because the students in the online and/or hybrid setting do not regularly attend classes at the district facilities, the standard procedures for recording student days present and days absent cannot be effectively applied to those students. This will reduce accuracy of attendance data for the state while this is in effect. | |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| • For the purposes of this section, please use the following definition and clarification: **Online and/or Hybrid Check-in:** The responsibility of taking attendance must be performed by the teacher of record. "Check-ins" with appropriately licensed instructional staff are two-way communications between the student and the teacher. A check-in does not include a student leaving a message on an answering machine or sending an email that does not receive a response from the appropriately licensed instructional staff by the end of the next school day.<br>• The student must check-in **at least** twice a week with their teacher(s) of record on **at least** two separate weekdays in order to be counted as present for all five days of that week.<br>• If the student only checks in once during the week, the student must be counted as absent for half of the scheduled week (2.5 days, if there are five days scheduled in the week).<br>• The student must be counted as absent for the entire week (five days, if there are five days scheduled in the week) if they do not report in at all during the week.<br>• Note: If a district schedule is based on a four-day school week, the student would still need to check in twice a week as described above in order to be counted as present for the entire week (four days) and once a week to be counted as present for half of the week (two days).<br>• Days in attendance may not be claimed for days in which the student did not have access to appropriately licensed instructional staff. The purpose of the rule regarding checking in with the teacher of record is to assure that the teacher can evaluate whether the student is making adequate progress in the course and the student has additional guaranteed opportunities to engage with a teacher. The responsibility of taking attendance must be performed by the teacher of record, not another staff member (e.g., the registrar or school secretary).<br>☐ **Part-time students receiving online and/or hybrid instruction (not college courses):** Students who are not enrolled full-time and are taking online and/or hybrid courses offered by the school district or charter school are reported as large group instruction (program type 4), unless they are an ESD-registered homeschooled or private school student receiving supplemental coursework in public school, which are reported as shared time (program type 9). The district may count up to one hour per day per course taken, provided appropriately licensed teachers for the coursework taken, are available and accessible to the student during regular business hours on each school day to be claimed. Because this is online and/or hybrid instruction, attendance is based on check-ins with the student's appropriately licensed teacher(s) of record at least two times (on different days) during the school week. | |

## 2c. TECHNOLOGY

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| ☐ Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the *Ready Schools, Safe Learners* guidance).<br>☐ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements. | |

## 2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| ☐ **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. | |

## 2e. ARRIVAL AND DISMISSAL

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| ☐ 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 ***Ready Schools, Safe Learners*** guidance). | |
| ☐ Develop sign-in/sign-out protocol to help facilitate contact tracing:<br>• Eliminate shared pen and paper sign-in/sign-out sheets.<br>• Ensure hand sanitizer is available if signing children in or out on an electronic device. | |
| ☐ Install hand sanitizer dispensers 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. | |

## 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| ☐ **Seating:** Rearrange student desks and other seat spaces to at least six feet apart; assign seating so students are in the same seat at all times. | |
| ☐ **Materials:** Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. | |
| ☐ **Handwashing:** Remind students through signage and regular reminders from staff of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of and hands washed or sanitized immediately.<br>• Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. | |

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

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| ☐ 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). | |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| ☒ After using the restroom students must wash hands with soap and water for 20 seconds. | |
| ☒ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before and after using playground equipment. | |
| ☒ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect between sessions and between each group's use. | |
| ☒ 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 between cohorts. | |

## 2h. MEAL SERVICE/NUTRITION

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| ☐ 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 or 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. | |

## 2i. TRANSPORTATION

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| ☐ 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><li>If a student displays symptoms, provide a face shield or face covering and keep student at least six feet away from others. Continue transporting the student.</li><li>If arriving at school, notify staff to begin isolation measures.</li><li>If transporting for dismissal and the student displays an onset of symptoms, notify the school.</li></ul> | |
| ☐ 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. | |
| ☐ 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). | |

## 2j. CLEANING, DISINFECTION, AND VENTILATION

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| ☐ 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. | |
| ☐ 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. Do not use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. For example, do not use fans if doors and windows are closed and the fans are recirculating the classroom air. | |
| ☑ 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 SERVCIES

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| ☐ 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). | |

# 3. Response to Outbreak

## 3a. PREVENTION AND PLANNING

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| ☐ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. <br> ☐ Establish a specific emergency response framework with key stakeholders. <br> ☐ 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. | |

## 3b. RESPONSE

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| ☐ Follow the district's or school's outbreak response protocol. Coordinate with the LPHA for any outbreak response. <br> ☐ 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. <br> ☐ Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students. <br> ☐ When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district. <br> ☐ Modify, postpone, or cancel large school events as coordinated with the LPHA. <br> ☐ If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students. <br> ☐ Continue to provide meals for students. <br> ☐ Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families. | |

## 3c. RECOVERY AND REENTRY

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| ☐ Plan instructional models that support all learners in Comprehensive Distance Learning. <br> ☐ 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. <br> ☐ Communicate with families about options and efforts to support returning to On-Site instruction. <br> ☐ Follow the LPHA guidance to begin bringing students back into On-Site instruction. <br> • Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools. | |

# ASSURANCES

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

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

| **4. Equity** |
|---|

| **5. Instruction** |
|---|

| **6. Family and Community Engagement** |
|---|

| **7. Mental, Social, and Emotional Health** |
|---|

| **8. Staffing and Personnel** |
|---|

## Assurance Compliance and Timeline

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

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