



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 3/30/2021

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Sutherlin School District 130
Key Contact Person for this Plan	Sean Radford
Phone Number of this Person	541-459-9551
Email Address of this Person	sean.radford@sutherlin.k12.or.us
Sectors and position titles of those who informed the plan	Superintendent, Principals, Teachers, Transportation Supervisor, Executive Assistant, Technology Supervisor, Food Service Supervisor, Instructional Assistant, DESD Health Committee
Local public health office(s) or officers(s)	Dr. Robert Dannenhoffer
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Terry Prestianni
Intended Effective Dates for this Plan	September 2020 through June 2021
ESD Region	Douglas

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

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

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

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

3. All Sutherlin School District families and parents were surveyed for their input on the Spring 2020 distance learning; focusing on challenges and successes. In addition, they were surveyed in regard to preferences and comfort levels to both in person and distance learning for the 2020-2021. It is apparent from responses from both families and staff, while Covid-19 remains a concern, the overriding preference is that students return to the school for onsite instruction. Sutherlin School District is committed to doing what is BEST for our students and community, as such our plan keeps our students at the heart of the plan, decisions are based on what is best for them, and then built around our students. On-site learning or hybrid learning will be used for grades K-12 during times that meet the health metrics. When health metrics are not met, comprehensive distance learning will be used. Full-time distance learning will be available for our families who request it.

4. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☒ Hybrid Learning ☐ Comprehensive Distance Learning

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

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

A Comprehensive Distance Learning option is available for families that are not comfortable with sending their students to school onsite.

When health metrics are not met which allow on-site learning, hybrid learning will be used. During times health metrics are not met which allow on-site learning or hybrid learning, affected schools will use comprehensive distance learning.

Based on current health metrics the Sutherlin School District plans to start the school year in grades 4-12 with comprehensive distance learning transitioning into on-site learning and hybrid learning models.

When schools transition to a hybrid learning model, under current state requirements for safety and health it will not be possible for all students to be at school at the same time. Students will learn remotely for at least half of their school days. The district does anticipate the possibility that one or more classrooms, schools or the district may need to return to full online learning at any time based on public health conditions during the school year.

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

The district has reviewed the comprehensive district learning (CDL) requirements detailed in the Oregon Department of Education document entitled "Comprehensive Distance Learning: A Companion to Ready School, Safe Learners." Our comprehensive distance learning model complies with all required guidelines.

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.

Sutherlin School District will follow the state guidelines and metrics issued on July 29, 2020 and required future adjustments. At this time, All students have the option to return to on-site learning or hybrid learning.

During times on-site instruction is not taking place for any of the grades, instruction will incorporate online learning platforms with live stream learning experiences and live stream direct instruction:

Sutherlin School District is operating an On-Site or Hybrid Instructional Model and is located in a county that meets the *advisory metrics* (Section 0b), the district is working with families to serve all students, even those 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.

On-site Traditional Classroom Instruction	Hybrid Learning	Comprehensive Distance Learning
Participate in face to face instruction and classroom-based learning activities in Sutherlin Schools.	A combination of face to face instruction and classroom-based learning activities in Sutherlin Schools; incorporated with online learning platforms with live stream learning experiences and live stream direct instruction.	Incorporate online learning platforms with live stream learning experiences and live stream direct instruction.
<ul style="list-style-type: none"> • Fixed Schedule (Come to school and learn in a socially distanced environment) • Face to Face (masks and/or face shields worn by students and staff) • Classroom Setting • School Adopted Curriculum with technology supports 	<ul style="list-style-type: none"> • Connection, engagement and learning management through Google Classroom • Odysseyware (K-5) & Edgenuity (6-12) Software • Live Virtual Meetings and Instruction with Sutherlin Teachers Daily- all live instruction meetings will be recorded for students unable to attend live sessions. • Teachers will continue to use Sutherlin's Adopted Curriculum along with Odysseyware and Edgenuity. • Connectivity Required (District can loan devices to students and support some connectivity needs) • Online Interactions with Peers & Teachers 	<ul style="list-style-type: none"> • Connection, engagement and learning management through Google Classroom • Odysseyware (K-5) & Edgenuity (6-12) Software • Live Virtual Meetings and Instruction with Sutherlin Teachers Daily- all live instruction meetings will be recorded for students unable to attend live sessions. • Teachers will continue to use Sutherlin's Adopted Curriculum along with Odysseyware and Edgenuity. • Connectivity Required (District can loan devices to students and support some connectivity needs) • Online Interactions with Peers & Teachers

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

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



0. Health Metrics for Returning to In-Person Instruction

0a. RETURNING TO IN-PERSON INSTRUCTION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Not later than the week of March 29, 2021 all public elementary schools must operate in either an On-Site or Hybrid Instructional Model when they meet the specified county health metrics in the chart on page 15 (green and yellow rows in the chart in Section 0b). <ul style="list-style-type: none"> • A general allowance will be provided if the school has communicated a plan to families and staff with a start date on or before the week of April 5, 2021 and is using the week of March 29, 2021 to train staff for a return to in-person instruction. • A general allowance will be provided if the school has a published calendar that shows they are not in session the week of March 29, 2021 and has communicated a plan to families and staff with a start date on or before the week of April 12, 2021 and is using the week of April 5, 2021 to train staff for a return to in-person instruction. • A general allowance will be provided if the school is closed to in-person instruction due to a decision made in partnership with a local public health authority or the Oregon Health Authority to move to Comprehensive Distance Learning to address active transmission within a school. • Any school not meeting this requirement will be reviewed and may result in loss of eligibility to receive state school funds or other enforcement as prescribed by Governor Brown's Executive Order 21-06. 	<p>The school currently meets the General Metrics to successfully be open for in-person instruction in an On-Site or Hybrid (On-Site and Distance Learning) model.</p>
<input checked="" type="checkbox"/> The requirement to offer On-Site or Hybrid Instructional Models does not apply to virtual charter schools as defined in ORS 338.005 or a public school that has a permanent instructional model that is predominantly through online courses.	
<input checked="" type="checkbox"/> Public schools may transition a portion or all of the school to Comprehensive Distance Learning when responding in partnership with a local public health authority or the Oregon Health Authority to control active transmission of COVID-19 in the school setting.	
<input checked="" type="checkbox"/> Public schools may transition a portion or all of the school to Comprehensive Distance Learning when they are operating in a county whose metrics place it in the operational status represented by the red row in the chart in section 0b. Public middle and high schools may transition a portion or all of the school to Comprehensive Distance Learning when they are operating in a county whose metrics place it in the operational status represented by the red or yellow row in the chart in section 0b. When county trends are increasing, pause expansion of additional in-person learning and maintain access to current in-person learning for schools that have it in place. Schools are not advised to reduce in-person instruction or revert to Comprehensive Distance Learning based on county metrics if the school can demonstrate the ability to limit transmission in the school environment.	

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ If your public or private school is operating an On-Site or Hybrid Instructional Model, but is located in a county that does not meet the advisory metrics; that is, an elementary school in a county that is not in the On-Site or Hybrid (green) row or the Elementary On-Site or Hybrid (yellow) row or a middle or high school in a county that is not in the On-Site or Hybrid (green) row (Section 0b); the school must offer access to on-site testing for symptomatic students and staff identified on campus as well as those with known exposures to individuals with COVID. This resource is available to all schools in Oregon. See guidance from the Oregon Health Authority.</p> <ul style="list-style-type: none"> Schools required to offer access to this program will have two-weeks to be registered, trained, and administering the program when or if metrics change in their county in a way that makes this program a requirement. The metrics found in the 0 Section, of RSSL are what determines if a school is required to offer the program. The school testing program offers an additional risk-mitigation strategy that is relatively low-burden and can help offset impacts of operating when community spread is higher even if school transmission is low/absent and RSSL protocols are firmly in place. This requirement applies anytime a school is operating in an Instructional Model that is not aligned with the county metrics case data. This is true whether your school began operating in August/September, or took a pause, or opened on January 4th, or is just opening for the first time. The testing program is for students in grades kindergarten and up and school staff. The program does not include early learning programs. Registering for the testing program includes a self-attestation that the program will be offered. Please accept the responsibility to offer the program when you register. 	<p>If advisory metrics indicate the county is not in the On-site (green) or On-Site and Hybrid (yellow) column, local decision makers will take into account:</p> <ol style="list-style-type: none"> If <i>community</i> case counts (or case rates) are low enough that the community is not regularly introducing new COVID-19 cases into the school. The ability to implement public health and safety protocols/requirements in the school with fidelity. <p>If community case counts are low enough that new COVID-19 cases are not regularly introduced into the schools and public health and safety protocols are able to be implemented with fidelity, the school will continue to operate on On-site or Hybrid instructional models (partially On-Site and partially Comprehensive Distance Learning models).</p> <p>Schools in the district will implement after March 1, 2021 the school testing program which will offer access to on-site testing for symptomatic students and staff identified on campus as well as those with known exposures to individuals with COVID-19.</p> <p>Each school will have personnel trained to administer the school testing program when or if metrics change in a way making this program a requirement. Refer to the Oregon Department of Education Metrics & Models.</p>
<p>☒ If your school is operating an On-Site or Hybrid Instructional Model, but is located in a county that does not meet the <i>advisory</i> metrics (Section 0b), the school must provide a Comprehensive Distance Learning Instructional Model option for students and families that choose to remain off-site. <i>For schools and districts that are required to comply with all sections (0-8) and supplements to this guidance, the remote option must comply with the requirements of the Comprehensive Distance Learning Instructional Model.</i> The school or district may determine the most beneficial way to staff this option, through partnership with other schools or ESDs or with staff who may be at more risk from COVID-19 or through other means.</p>	<p>The school will also provide a Comprehensive Distance Learning Instructional Model option for students and families that choose to remain off-site.</p>
<p>☒ If your school is operating an On-Site or Hybrid Instructional Model and is located in a county that meets the <i>advisory metrics</i> (Section 0b), work with families to serve all students, even those 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>	

0b. ADVISORY METRICS for IN-PERSON INSTRUCTION THROUGH the ON-SITE or HYBRID MODEL

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Advisory Metrics for in-person instruction through the on-site or Hybrid Model	The district will review the new metric data released each Monday to determine the status of cases in the community.

Small Counties = Less than 15,000 Medium Counties = 15,000-29,999 Large Counties = 30,000 or more

Public School Instructional Model Requirements and Options <i>Public schools must provide a CDL option for students and families that choose to remain off-site.</i>	County Case Rate <i>Per 100,000 people over 14 days in large counties</i>	County Case Count <i>Over 14 days for small and medium counties</i>	County Test Positivity <i>Over 14 days for medium and large counties</i>
Public K-12 schools <i>must</i> offer an On-Site or Hybrid option	<200.0	<60	<10.0%
Public Elementary schools <i>must</i> offer an On-Site or Hybrid option <i>*Public middle and high schools are not required to initially open to in-person instruction and may limit to CDL only as needed to address any current transmission within a school.</i>	200.0 to ≤350.0	60 to ≤90	≤10.0%
Public schools <i>may</i> limit to Comprehensive Distance Learning (CDL) <i>*K-12 public schools are not required to initially open to in-person instruction and may limit to CDL exclusively if needed to address any current transmission within a school.</i>	>350.0	>90	>10.0%
<i>*Schools should <u>not</u> reduce in-person instruction or revert to CDL based on county metrics if the school can demonstrate the ability to limit transmission in the school environment. When county trends increase to a new tier on this chart (green-to-yellow or yellow-to-red), pausing expansion of additional in-person learning and maintaining access to current in-person learning for schools that have it in place is recommended.</i>			

0c. OPERATING WITHIN THE ADVISORY METRICS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Updating Operational Blueprints to Reflect the Instructional Model. All schools are required to keep their Operational Blueprint up-to-date on ODE's website and to submit weekly "Status Reports" that provide essential information regarding how many students are served in person in the implementation of this metrics framework.	The Operational Blueprints for each building site is available on the district's website. Status reports are submitted to ODE on a weekly basis.



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Conduct a risk assessment as required by OSHA administrative rule OAR 437-001-0744(3)(q).	<p>The district has conducted risk assessment for employees. Separate risk assessments have been completed for those categories who may be able to telework or work remotely and those who do not have that option.</p>
<input checked="" type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting.	<p>KEY PRACTICES FOR REDUCING SPREAD OF COVID-19 IN SCHOOLS The mainstays of reducing exposure to the coronavirus and other respiratory pathogens are:</p> <div> <div> <p>Physical Distancing At least six feet with other people.</p> </div> <div> <p>Hand Hygiene Frequent washing with soap and water or using hand sanitizer.</p> </div> <div> <p>Cohorts Conducting all activities in small groups that remain together over time with minimal mixing of groups.</p> </div> <div> <p>Protective Equipment Use of face shields, face coverings, and barriers.</p> </div> <div> <p>Isolation & Quarantine — Isolation separates sick people from people who are not sick. Quarantine separates and restricts the movement of people who were exposed to a contagious disease to see if they become sick.</p> </div> <div> <p>Environmental Cleaning & Disinfection Especially of high touch surfaces.</p> </div> <div> <p>Airflow & Ventilation — Outdoor activities are safer than indoor activities; maximize airflow in closed spaces.</p> </div> </div>
<input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the Oregon School Nurses Association (OSNA) COVID-19 Toolkit .	<p>The Sutherlin School District follows Communicable Disease Guidelines from Oregon Department of Education and Oregon Health Authority. The district has also developed <i>A Guidance for Covid-19 and other Viruses Outbreak</i>. The <i>Planning for COVID-19 Scenarios in Schools</i> toolkit developed by ODE and OHA will also be utilized.</p> <p>Board policies GBEB, JHCC and their respective administrative regulations are followed.</p>
<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.	<p>The principal will be the designated person at each school to establish, implement and enforce physical distancing requirements.</p>
<input checked="" type="checkbox"/> Create a simple process that allows for named and anonymous sharing of concerns that can be reviewed on a daily and weekly basis by the designated RSSL building point-person.	<p>A simple process is in place at each building allowing for named and anonymous sharing of concerns that can be reviewed on a daily/weekly basis by the building principal.</p>
<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.	<p>LPHA staff are: Dr. Robert Dannenhoffer and Douglas ESD Nurses – Barb Hoffard, Marcella Post and Anita Ogden</p>
<input checked="" type="checkbox"/> Process and procedures established to train all staff in sections 1 - 3 of the Ready Schools, Safe Learners guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.	<p>All staff will receive training in sections 1-3; additionally, information will be on the district website.</p>
<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.	<p>LPHA will establish a contact for county school districts. Dr. Bob Dannenhoffer bob@DouglasPublicHealthNetwork.org will be contacted if a student is a confirmed COVID-19 case. LPHA will notify school of confirmed cases in schools.</p>
<input checked="" type="checkbox"/> Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas.	<p>Per LPHA, normal cleaning routines of daily surface disinfection will be adequate for disinfections procedures with increased frequency. Follow current CDC recommendations.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students.	At time of writing, the reporting rules pending, presumably when a student(s) test positive the school will be notified and the family will be encouraged to quarantine through LPHA. Clusters of 2 or more will be reported to LPHA contact. There is a LPHA protocol already and this information will be shared
<input checked="" type="checkbox"/> Protocol to cooperate with the LPHA recommendations.	Cohort tracking logs will be shared with LPHA when requested of a confirmed contact or of potential cases.
<input checked="" type="checkbox"/> Provide all logs and information to the LPHA in a timely manner	Logs and information will provided in a timely manner to the LPHA.
<input checked="" type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance).	<p>Eyes on, visual screening--Is this something that is different than normal for this child/person? Recommended best effort is spent teaching families how to recognize and not send students to school sick. Emphasis on the responsibilities of the families. (Don't travel and wear a mask.)</p> <p>Screening/Isolation: Visual screening of all students and staff is outlined in the <i>Guidance for Covid-19 and other Viruses Outbreak</i>. Symptoms of note</p> <p>Chills Fever (coloring of cheeks/skin) Cough Shortness of breath/difficulty breathing Congestion/runny nose Nausea/vomiting Diarrhea</p> <p>Screening logistics Bus Train bus driver or have IA present for screening Siblings sit together Upon arrival at school Line protocols--6 ft distancing</p> <p>Staff--self-report & log upon arrival at designated entry points. Document & log Staff will check in each day to verify no contact and no symptoms. Staff will communicate with supervisors if displaying symptoms or has had contact with a potential case, staff will not report for work.</p>
<input checked="" type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others.	Persons displaying symptoms will be placed be isolated from others, and a responsible adult contacted.
<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).	The <i>Planning for COVID-19 Scenarios in Schools</i> toolkit developed by ODE and OHA will be utilized.
<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. 	<p>Contact Tracing: Contact tracing logs will be kept for student/cohort, as well as staff, including staff who move between buildings, recording time in building and who they were in Contact with at each site.</p> <p>Cohort tracking log with required components will be utilized. Per LPHA, logs are not needed by LPHA unless there is an outbreak. Logs need to be ready immediately and shared with LPHA if an outbreak is reported. Logs will allow LPHA to trace those the COVID patient had contact with.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Required components of individual daily student/cohort logs include: <ul style="list-style-type: none"> • Child's name • Drop off/pick up time • Parent/guardian name and emergency contact information All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student	Required components of individual daily student cohort logs will be adhered to.
<input checked="" type="checkbox"/> Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.	Daily cohort logs will be kept and stored in the school office for a minimum of four weeks from the date created.
<input checked="" type="checkbox"/> Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.	Itinerant and all district staff who move between buildings will keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with.
<input checked="" type="checkbox"/> Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.	<p>LPHA will be consulted if anyone who has entered the school is diagnosed with COVID-19.</p> <p>LPHA will be consulted for recommendations regarding cleaning and /or program closure in regard to school entrance by someone diagnosed with COVID-19.</p>
<input checked="" type="checkbox"/> Designate a staff member and process to ensure that the school provides updated information regarding current instructional models and student counts and reports these data in ODE's COVID-19 Weekly School Status system.	The superintendent's office will designate a staff member and process to ensure that the school provides updated information regarding current instructional models and student counts and reports these data in ODE's Covid-19 Weekly School Status system.
<input checked="" type="checkbox"/> Protocol to respond to potential outbreaks (see section 3 of the Ready Schools, Safe Learners guidance).	Response to potential outbreaks will use the Sutherlin School District Guidance for Covid-19 and other Viruses Outbreak and The Planning for COVID-19 Scenarios in Schools toolkit developed by ODE and OHA.

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site (including outside), Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.	<p>All students will be given the opportunity to self-identify as vulnerable or living with a vulnerable family member.</p> <p>Students:</p> <ul style="list-style-type: none"> → Students identified as vulnerable will be enrolled in on-line instruction with weekly check-ins. → Students who experience disability will continue to receive specially designed instruction. → Students with language services will continue to receive English Language Development.
<input checked="" type="checkbox"/> Medically Fragile, Complex and Nursing-dependent Student Requirements All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services: <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. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.	<p>The district does not have a school nurse but works in partnership with the ESD for nursing care and resources provided to individual students.</p> <p>Families of students who have been identified by the districts as Medically Fragile, Complex and Nursing-Dependent will be advised of current status of the disease in their local school community.</p> <p>District will coordinate with families to meet student's educational needs based on current cohort status and status of the disease.</p> <p>Protocol provided by Barb Hofford RN (DESD)</p> <ol style="list-style-type: none"> 1. ESD District nurses will keep up to date on current trends of the COVID illness in the local community in cooperation with the LPHA. ESD District nurses will keep current on best

OHA/ODE Requirements	Hybrid/Onsite Plan
	<p>practices recommended by Oregon School Nursing Association and the Oregon Health Authority.</p> <ol style="list-style-type: none"> ESD District nurses will work with individual school health monitors as needed to help parents consider risks of returning to the school setting. Parents may want to talk with the nurse to decide if it is advisable to consider alternative learning models. Parents of Medically Fragile, Complex and Nursing-Dependent students are to be called immediately if there are any cases of Covid in the school. Likewise, parents should notify the school of any confirmed exposure to confirmed ill individuals outside the school setting that may cause the student to be quarantined.
<p>☒ Review Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEA During CDL and Hybrid</p> <p>☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:</p> <ul style="list-style-type: none"> Communicate with parents and health care providers to determine return to school status and current needs of the student. Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services. Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations. The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association. Service provision should consider health and safety as well as legal standards. Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers. Work with an interdisciplinary team to meet requirements of ADA and FAPE. High-risk individuals may meet criteria for exclusion during a local health crisis. Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020. ODE guidance updates for Special Education. Example from March 11, 2020. OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education.' OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, 	<p>Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEA during CDL and Hybrid will be reviewed.</p> <p>Coordinate with other health services provided to students in the school setting in addition to nursing.</p> <p>Staff and school administrators will partner with ESD District nurses in contributing to modification of health management plans, Care Plans, IEPs, 504s and any other student-level medical plans to address current health care considerations.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
outlines authority and responsibilities for school exclusion.	

1c. PHYSICAL DISTANCING

CDC guidance released on March 19, 2021 recommends maintaining 6 feet of distance between distinct cohorts where possible. Limit contact between district cohorts. In areas of higher county case rates (yellow and red on the metrics chart in Section 0), schools that use less than 6 feet between students in classrooms, distinct cohorting is recommended, with at least 6 feet maintained between distinct cohorts.

OHA/ODE Requirements	Hybrid/Onsite Plan
☑ Elementary Level: Support physical distancing in all daily activities and instruction, maintaining at least 3 feet between students to the maximum extent possible.	Physical distancing maintaining at least 3 feet between students to the maximum extent possible will be supported.
☑ Middle and High School Level when at a county case rate of <200 (green level on the metrics chart in Section 0): Support physical distancing in all daily activities and instruction, maintaining at least 3 feet between students to the maximum extent possible.	Physical distancing maintaining at least 3 feet between students to the maximum extent possible will be supported.
☑ Middle and High School level when at a county case rate of ≥200 (yellow and red levels on the metrics chart in Section 0); Support physical distancing in all daily activities and instruction, maintaining at least 6 feet between students to the maximum extent possible.	Physical distancing maintaining at least 6 feet between students to the maximum extent possible will be supported, when county case rates reflect the need.
☑ All Levels: Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.	Materials will be placed to remind students of physical distancing and traffic flows.
☑ Consider physical distancing requirements when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. Additional space for entry, exit, and movement within classroom should be considered. This also applies for professional development and staff gatherings. Within this design, consider minimum space for educators to have their own space in the learning environment and allow for the educator to move through the room efficiently and carefully while maintaining 6 feet of physical distance between the educator and the student to the maximum extent feasible.	Room measurements have been taken and sq. footage determined to maximize student spacing. East Primary - classrooms 697.5 – 741 sq. ft = 19-21 persons West Intermediate - classrooms 800- 858 sq. ft. = 22-24 persons Middle School – classrooms 806 sq. ft. = 23 persons High School – classrooms 806 – 945 sq. ft = 23-27 persons
☑ Minimize time standing in lines and take steps to ensure that required distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.	Building schedules designed to limit hallway crowding/gathering. Limited on-site instruction will be provided to meet the needs of 4 th -12 th grade students in hands-on CTE (or similar) courses, as well as students requiring social-emotional support, and those struggling to access technology.
☑ 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).	A “Soft Start” schedule may be used the first week of school, bringing a grade level back at each school one day during the week to teach protocols and contact parents. Cohort groups may have rotated days.
☑ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don’t employ punitive discipline.	Students will receive instruction on maintaining physical distance.
☑ Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.	Staff meetings and conferences will maintain physical distancing.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Establish stable cohorts: <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>Cohorts: As much as feasible, cohorts' groups will be established to reduce the risk of spreading disease.</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 Ready Schools, Safe Learners guidance).	<p>Each school will have a system for daily contact tracing logs.</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>Interaction between student cohorts will be minimized as much as possible.</p>
<input checked="" type="checkbox"/> Cleaning and sanitizing surfaces (e.g., desks, dry erase boards, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.	<p>Cleaning and sanitation procedures will be maintained between multiple student uses.</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 academic content standards, and peers.	<p>Cohorts will be designed inclusive to all students.</p>
<input checked="" type="checkbox"/> Minimize the number of staff that interact with each cohort to the extent possible, staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	<p>Efforts will be made to minimize the number of staff interacting with multiple cohorts. Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.</p>
<input checked="" type="checkbox"/> Elementary staff who interact with multiple cohorts (music, PE, library, paraprofessionals who provide supervision at recesses, etc.) should have schedules altered to reduce the number of cohorts/students they interact within a week. Consider having these staff engage via technology, altering duties so that they are not in close contact with students in multiple cohorts, or adjust schedules to reduce contacts.	<p>Schedule of elementary staff interacting with multiple cohorts will be reviewed for possible limitation of interactions.</p>

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<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>Communications will be shared with staff detailing the rationale for the instructional model chosen, as well as explaining infection control measures for preventing the spread of disease.</p>
<input checked="" type="checkbox"/> Offer initial training to all staff prior to being in-person in any instructional model. Training cannot be solely through the sharing or forwarding information electronically or in paper copy form as this is an insufficient method for ensuring fidelity to public health protocols.	<p>Initial training is offered to all staff prior to in-person instructional model.</p>
<input checked="" type="checkbox"/> Post "COVID-19 Hazard Poster" and "Masks Required" signs as required by OSHA administrative rule OAR437-001-0744(3)(d) and (e).	<p>COVID-19 Hazard Poster and Masks Required signs are posted.</p>
<input checked="" type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19. <ul style="list-style-type: none"> The definition of exposure is being within 6 feet of a person who has COVID-19 for at least 15 cumulative minutes in a day. OSHA has developed a model notification policy. 	<p>Additional information will be shared with families for communication procedures when someone has had close contact with a confirmed case of Covid-19 or a new case of Covid-19 is diagnosed in a student or staff member.</p>
<input checked="" type="checkbox"/> Develop protocols for communicating immediately with staff, families, and the school community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.	<p>Additional information will be shared with staff for communication procedures when someone has had close contact with a confirmed case of Covid-19 or a new case of Covid-19 is diagnosed in a student or staff member.</p>
<input checked="" type="checkbox"/> Periodic interval training to keep the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance.	<p>Periodic interval training will be done to keep vigilant regarding protocols.</p>
<input checked="" type="checkbox"/> Provide all information in languages and formats accessible to the school community.	<p>Information will be provided in English and Spanish.</p>

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ 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:</p> <ul style="list-style-type: none"> • Primary symptoms of concern: cough, fever (temperature of 100.4°F or higher) or chills, shortness of breath, difficulty breathing, or new loss of taste or smell. • Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, <i>new</i> nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. • In addition to COVID-19 symptoms, students must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE Communicable Disease Guidance for Schools. • Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face (lighter skin); greyish lips or face (darker skin) <p>Other severe symptoms</p>	<p>Students and staff are 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.</p> <p>COVID-19 symptoms are as follows:</p> <ul style="list-style-type: none"> • Primary symptoms of concern: cough, fever (<i>temperature</i> of 100.4°F or higher) or chills, shortness of breath, or difficulty breathing. • Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. <p>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 and board policies GBEB, JHCC and their respective administrative regulations .</p>
<p>☒ Screen all elementary grade students for symptoms on-site every day. This can be done visually as well as asking students and staff about any new symptoms or close contact with someone with COVID-19. For students, confirmation from a parent/caregiver or guardian can also be appropriate. Secondary students must also be screened every day. This can be done off-site, prior to coming to school.</p>	<p>Visual screening for symptoms of students will be done every day.</p> <p><u>Anyone displaying or reporting primary symptoms of concern will be isolated and sent home as soon as possible.</u></p> <p><u>Arrival and Entry</u></p> <ul style="list-style-type: none"> → Each student will be assigned an entrance point (i.e., a specific door) to the school building. → Students will go directly to their first content cohort (i.e., the students in their first period class) through their assigned entry door. → Staff will be present at each entry point to visually screen students for symptoms.
<p>☒ Staff members can self-screen and attest to their own health, but regular reminders of the importance of daily screening must be provided to staff.</p> <ul style="list-style-type: none"> • Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <i>Ready Schools, Safe Learners</i> guidance) and sent home as soon as possible. See table “Planning for COVID-19 Scenarios in Schools.” • Additional guidance for nurses and health staff. 	<p>Staff members can self-screen and attest to their own health. Regular reminders will be made to staff regarding the importance of daily self-screening.</p>
<p>☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See table “Planning for COVID-19 Scenarios in Schools.”</p>	<p>LPHA will be contacted for recommendations when a staff or student has been known to have been exposed to COVID-19 within the 14-calendar day period.</p>
<p>☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication must be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.</p>	<p>Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school.</p>
<p>☒ 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>Hand sanitizer stations will be set at each entrance to the school.</p>

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Restrict non-essential visitors/volunteers. <ul style="list-style-type: none"> Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc.	There will be no non-essential visitors/volunteers working in schools or doing volunteer activities at this time. Adults in schools are limited to essential classification only.
<input checked="" type="checkbox"/> Diligently screen all visitors/volunteers for symptoms and ask questions about symptoms and any close contact with someone diagnosed with COVID-19 upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See table "Planning for COVID-19 Scenarios in Schools."	Visitors will be visually screened for symptoms and asked questions about symptoms and close contact with someone diagnosed with COVID-19 upon entry , and will not be allowed to enter if symptomatic.
<input checked="" type="checkbox"/> Visitors/volunteers must wash or sanitize their hands upon entry and exit.	Visitors who are onsite for essential business must wash or sanitize their hands upon entry and exit.
<input checked="" type="checkbox"/> Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.	Visitors must wear face coverings in accordance with OHA and CDC guidelines and maintain six-foot distancing.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers.	The district will provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers.
<input checked="" type="checkbox"/> Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers following CDC guidelines for Face Coverings . Individuals may remove their face coverings while working alone in private offices. Face shields are an acceptable alternative when a person has a medical condition that prevents them from wearing a mask or face covering, when people need to see mouth and tongue motions in order to communicate, or when an individual is speaking to an audience for a short period of time and clear communication is otherwise not possible.	Face coverings or face shields are required and will be provided for all staff; laundry of washable face coverings will be the responsibility of the individual staff person.
<input checked="" type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings . Face shields are an acceptable alternative when a student has a medical condition that prevents them from wearing a mask or face covering, or when people need to see the student's mouth and tongue motions in order to communicate.	Face coverings or face shields are required for all students in grades kindergarten and up following CDC guidelines for Face Coverings.
<input checked="" type="checkbox"/> Face coverings should be worn both indoors and outdoors, including during outdoor recess.	Face coverings should be worn both indoors and outdoors, including during outdoor recess.
<input checked="" type="checkbox"/> Group mask breaks" or "full classroom mask breaks" are not allowed. If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time: <ul style="list-style-type: none"> Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;" <ul style="list-style-type: none"> Students must not be left alone or unsupervised; Designated area or chair must be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use; Provide additional instructional supports to effectively wear a face covering; Provide students adequate support to re-engage in safely wearing a face covering; Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.	Group mask breaks" or "full classroom mask breaks" are not allowed. <p>If removal of a face covering is needed, the school must:</p> <ul style="list-style-type: none"> → Provide space away from peers while the face covering is removed; students are not to be left alone or unsupervised. → Provide additional instructional supports to effectively wear a face covering. → Provide students adequate support to re-engage in safely wearing a face covering. → Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.
<input checked="" type="checkbox"/> Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses shall also wear appropriate Personal Protective Equipment (PPE) for their role. Additional guidance for nurses and health staff.	Face masks and appropriate Personal Protective Equipment (PPE) should be worn when providing direct contact care or monitoring of staff or students displaying symptoms.

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Protections under the ADA or IDEA: If any student requires an accommodation to meet the requirement for face coverings, districts and schools must limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:</p> <ul style="list-style-type: none"> • Offering different types of face coverings and face shields that may meet the needs of the student. • Spaces away from peers while the face covering is removed; students must not be left alone or unsupervised. • Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease. <p>Additional instructional supports to effectively wear a face covering.</p>	<p>Students who require an accommodation to meet the requirement for face coverings will be limited to the extent possible in their proximity to other students and staff to minimize the possibility of exposure.</p>
<p><input checked="" type="checkbox"/> For students with existing medical conditions and a physician's orders to not wear face coverings, or other health related concerns, schools/districts must not deny any in-person instruction.</p>	
<p><input checked="" type="checkbox"/> Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020, or the current plan in effect for the student if appropriately developed after March of 2020.</p> <ul style="list-style-type: none"> • If a student eligible for, or receiving services under a 504/IEP, cannot wear a face covering due to the nature of the disability, the school or district must: <ol style="list-style-type: none"> 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments. 2. Not make placement determinations solely on the inability to wear a face covering. 3. Include updates to accommodations and modifications to support students in plans. • For students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must: <ol style="list-style-type: none"> 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan. 2. The team must determine that the disability is not prohibiting the student from meeting the requirement. <ul style="list-style-type: none"> • If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability, • If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning. 3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning. 	<p>Students with existing medical conditions, doctor's orders to not wear face coverings, or other health related concerns, will be provided access to on-site instruction.</p> <p>Schools and districts will comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020.</p> <ul style="list-style-type: none"> • If a student eligible for, or receiving services under a 504/IEP, cannot wear a face covering due to the nature of the disability, the school or district must: <ol style="list-style-type: none"> 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments. 2. Placement determinations cannot be made due solely to the inability to wear a face covering. 3. Plans should include updates to accommodations and modifications to support students. • Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must: <ol style="list-style-type: none"> 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan. 2. The team must determine that the disability is not prohibiting the student from meeting the requirement. <ul style="list-style-type: none"> ▪ If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability, ▪ If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning. <p>Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited on-site instruction, on-site</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
	instruction with accommodations, or Comprehensive Distance Learning
<input checked="" type="checkbox"/> For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.	Consideration will be made if a student not currently served under an IEP or 504, and shows an inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.
<input checked="" type="checkbox"/> If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools shall work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.	If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools will work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan																																																												
<div><input checked="" type="checkbox"/> 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.</div>	<div><ul style="list-style-type: none">A Designated primary isolation area will be used for students and staff who are symptomatic.Symptomatic students will remain at school until a designated adult can pick them up.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.Health room logs must be maintained for every student who enters the health room, regardless of whether they are remain in school or are sent home. Logs will include:<ul style="list-style-type: none">Date / Time entered/ Time releasedName of StudentReported symptoms/reason for visit to health room.Action takenFace coverings will be offered to individuals who are isolated.</div>																																																												
<div><input checked="" type="checkbox"/> Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day.<ul style="list-style-type: none">Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness.Consider required physical arrangements to reduce risk of disease transmission.Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.Additional guidance for nurses and health staff for providing care to students with complex needs.</div>	<div>Symptom screenings will only identify that a person may have an illness, not that the illness is COVID-19. Many symptoms of COVID-19 are also common in other illnesses.</div> <table><tr><th>Symptoms of COVID-19</th><th>Strep Throat</th><th>Common Cold</th><th>Flu</th><th>Asthma</th><th>Seasonal Allergies</th></tr><tr><td>Fever or chills</td><td>X</td><td></td><td>X</td><td></td><td></td></tr><tr><td>Cough</td><td></td><td>X</td><td>X</td><td>X</td><td>X</td></tr><tr><td>Sore Throat</td><td>X</td><td>X</td><td>X</td><td></td><td>X</td></tr><tr><td>Shortness of Breath or difficulty breathing</td><td></td><td></td><td></td><td>X</td><td></td></tr><tr><td>Fatigue</td><td></td><td>X</td><td>X</td><td>X</td><td>X</td></tr><tr><td>Nausea or Vomiting</td><td>X</td><td></td><td>X</td><td></td><td></td></tr><tr><td>Diarrhea</td><td>X</td><td></td><td>X</td><td></td><td></td></tr><tr><td>Congestion or Runny Nose</td><td></td><td>X</td><td>X</td><td></td><td>X</td></tr><tr><td>Muscle or Body Aches</td><td>X</td><td>X</td><td>X</td><td></td><td></td></tr></table>	Symptoms of COVID-19	Strep Throat	Common Cold	Flu	Asthma	Seasonal Allergies	Fever or chills	X		X			Cough		X	X	X	X	Sore Throat	X	X	X		X	Shortness of Breath or difficulty breathing				X		Fatigue		X	X	X	X	Nausea or Vomiting	X		X			Diarrhea	X		X			Congestion or Runny Nose		X	X		X	Muscle or Body Aches	X	X	X		
Symptoms of COVID-19	Strep Throat	Common Cold	Flu	Asthma	Seasonal Allergies																																																								
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<div><input checked="" type="checkbox"/> Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school or outside learning space, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.<ul style="list-style-type: none">School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) must wear a</div>	<div>Students and staff who report or develop symptoms will be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by school staff until they are able to go home. Anyone providing supervision and symptom monitoring will wear appropriate face covering or face shields.</div> <div><ul style="list-style-type: none">Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space.</div>																																																												

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual must be properly removed and disposed of prior to exiting the care space.</p> <ul style="list-style-type: none"> After removing PPE, hands shall be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. If able to do so safely, a symptomatic individual shall wear a face covering. <p>To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.</p>	<ul style="list-style-type: none"> 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.
<input checked="" type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.	Parents will be contacted for transportation of their sick child, if not available other emergency transportation may be used. If a district vehicle is used, cleaning and disinfecting procedures will be completed.
<input checked="" type="checkbox"/> Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in "Planning for COVID-19 Scenarios in Schools."	Refer to table in "Planning for COVID-19 Scenarios in Schools." and see Sutherlin School District Guidance for Covid-19 and other Viruses Outbreak.
<input checked="" type="checkbox"/> Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).	The district has no school nurses.
<input checked="" type="checkbox"/> Record and monitor the students and staff being isolated or sent home for the LPHA review.	Health room logs of isolated students/staff may be shared with LPHA for review.
<input checked="" type="checkbox"/> The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine.	The school will provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine.



2. Facilities and School Operations

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

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.	Students will be enrolled following the standard ODE guidelines.
<input checked="" type="checkbox"/> The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: <ul style="list-style-type: none"> The ADM enrollment date for a student is the first day of the student's actual attendance. A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year. 	<ul style="list-style-type: none"> No student will be dropped for non-attendance if they meet the following conditions: <ul style="list-style-type: none"> Are identified as vulnerable, or otherwise considered to be part of a population vulnerable to infection with COVID-19. Have COVID-19 symptoms for 10 consecutive school days or longer.

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> If a student does not attend during the first 10 session days of school, the student's ADM enrollment date must reflect the student's actual first day of attendance. <p>Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM.</p>	
<input checked="" type="checkbox"/> If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended.	School personnel will attempt to contact and engage students who have stopped attending for 10 or more days.
<input checked="" type="checkbox"/> When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll.	Students will only be unenrolled when a school has <u>received notice from another school</u> that they've been enrolled in another setting.
<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.	
<input checked="" type="checkbox"/> When a student has a pre-excused absence or COVID-19 absence, the school district must reach out to offer support at least weekly until the student has resumed their education.	When a student has a pre-excused absence or COVID-19 absence, the school will reach out to offer support at least weekly until the student has resumed their education.
<input checked="" type="checkbox"/> When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.	

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).	Grades K-5: Attendance will be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning).
<input checked="" type="checkbox"/> Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).	Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). Students enrolled in alternative programs such as tutorial, attendance will be reported in hours of instruction.
<input checked="" type="checkbox"/> Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present.	
<input checked="" type="checkbox"/> Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance.	
<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.	Families will be provided information 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.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the <i>Ready Schools, Safe Learners</i> guidance).	UV Sanitation stations will be used to clean district-owned devices. School devices will be cleaned and sanitized between each use.
<input checked="" type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	During check-out and check-in procedures, social distancing and safety measures will be used.
<input checked="" type="checkbox"/> If providing learning outside and allowing students to engage with devices during the learning experiences, provide safe charging stations	If learning outside takes place and students engage with devices during the learning, safe charging stations will be provided.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Handwashing: All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer.	Handwashing: Provide age appropriate hand washing education, define appropriate times to wash hands, and provide hand sanitizer when hand washing is not available.
<input checked="" type="checkbox"/> Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.	Equipment: Sharing of equipment will be restricted when possible. All classroom supplies and PE equipment will be cleaned and sanitized before use by another student or cohort group.
<input checked="" type="checkbox"/> 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.	Events: Assemblies, field trips, special performances, school-wide parent meetings will be cancelled or held in a virtual format. Use of facilities by outside groups will not be allowed.
<input checked="" type="checkbox"/> Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.	Transitions/Hallways: Hallway traffic direction marked to show travel flow.
<input checked="" type="checkbox"/> 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 shall be limited to the item owner.	Personal Property: Personal items brought to school will be limited. A complete list of allowable items (e.g. refillable water bottle, headphones/earbuds, instruments, books, etc.) will be sent home prior to start of school. Personal items must be labeled prior to entering school and may not be shared with others.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.	Refer to 1f.
<input checked="" type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times.	Notification will be made to families regarding arrival and dismissal times as well as procedures.
<input checked="" type="checkbox"/> Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance).	Arrival and Entry <ul style="list-style-type: none"> → Each student will be assigned an entrance point (i.e., a specific door) to the school building. → Students will go directly to their first content cohort (i.e., the students in their first period class) through their assigned entry door. → Staff will be present at each entry point to visually screen students for symptoms.
<input checked="" type="checkbox"/> 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.	Sign-in/Sign-out: <ul style="list-style-type: none"> ♦ A staff member will use a sign-in/sign-out protocol to help facilitate contact tracing. <ul style="list-style-type: none"> ○ 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.

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.	<ul style="list-style-type: none"> Hand sanitizer stations will be set at each entrance to the school. Specific areas will be marked and one-way traffic flow designated for transitions of traffic for vehicles and on-foot. Families will be notified of the need to keep drop-off/pick-up interactions as brief as possible.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Seating: Rearrange student desks and other seat spaces so that staff and students' physical bodies are at least 3 feet apart; or at least 6 feet apart, as required in section 1c; assign seating so students are in the same seat at all times. Where possible, face all desks in same direction or have student sit on only one side of tables.	Seating: Student seating will be assigned seating and arranged so students physical bodies are three to six feet apart to the maximum extent possible, and students are in the same seat at all times. Where possible, all desks will face in the same direction or students will sit on only one side of tables.
<input checked="" type="checkbox"/> 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.	Materials: Sharing of classroom supplies will be limited, if used items will be cleaned frequently. Hand sanitizer and tissues will be available for use by students and staff.
<input checked="" type="checkbox"/> Handwashing: Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues shall be disposed of in a garbage can, then hands washed or sanitized immediately. Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	Handwashing: All students will wash hands upon building entry and exit and prior to meals. Additional opportunities to wash hands will be provided during the school day. Signs will be placed at sinks/and hand cleaning stations to remind students and staff of effective handwashing procedures. Handwashing or sanitization will take place immediately after tissue use.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations).	Not applicable.
<input checked="" type="checkbox"/> After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. For learning outside if portable bathrooms are used, set up portable hand washing stations and create a regular cleaning schedule.	Soap will be available for students and staff after restroom use. After restroom use staff and students will wash hands with soap and water for 20 seconds. When using portable bathrooms are used, portable hand washing stations will be used, with a regular cleaning schedule.
<input checked="" type="checkbox"/> Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol.	Not applicable.
<input checked="" type="checkbox"/> Designate playground and shared equipment solely for the use of one cohort at a time. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment (balls, jump ropes, etc.) should be cleaned and disinfected at least daily in accordance with CDC guidance .	Not applicable.
<input checked="" type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance).	See section 2j. Restrooms will be cleaned at the beginning of every
<input checked="" type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements.	Physical distancing will be maintained between students.
<input checked="" type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).	Not applicable.
<input checked="" type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts.	Not applicable.
<input checked="" type="checkbox"/> Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance .	Not applicable.

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms, break rooms, and elevators by limiting occupancy or staggering use, maintaining six feet of distance between adults. Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable space, understanding that tables and room set-up will require use of all space in the calculation. Be aware the largest area of risk is adults eating together in break rooms without face coverings.	Use of common areas will be limited to maintain physical distancing of six feet. Efforts will be made to limit the number of adults eating together in break rooms without face coverings, six feet distancing will be maintained.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Maintain 6 feet of physical distancing when masks cannot be worn, including when eating.	Six feet of physical distancing will be maintained when masks cannot be worn, including when eating.
<input checked="" type="checkbox"/> Include meal services/nutrition staff in planning for school reentry.	Meal service staff were included in planning for school reentry.
<input checked="" type="checkbox"/> Prohibit self-service buffet-style meals.	No self-service buffet-style meals will be served. Meals will be served to cohorts in their classrooms.
<input checked="" type="checkbox"/> Prohibit sharing of food and drinks among students and/or staff.	Sharing of food and drinks among students and/or staff is prohibited.
<input checked="" type="checkbox"/> At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack.	While face coverings are removed for eating, six feet of physical distance will be maintained. As soon as the meal/snack is finished, face coverings must be worn.
<input checked="" type="checkbox"/> Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h of the Ready Schools, Safe Learners guidance). Staff must maintain 6 feet of physical distance to the greatest extent possible. If students are eating in a classroom, staff may supervise from the doorway of the classroom if feasible.	All food service personnel will wear face shields or face coverings when serving meals.
<input checked="" type="checkbox"/> Students and staff 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 shall be encouraged to do so after.	Students and staff will wash hands or use hand sanitizer before meals and will be encouraged to do so after meals.
<input checked="" type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).	Meal items will be cleaned appropriately on a daily basis.
<input checked="" type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.	
<input checked="" type="checkbox"/> Adequate cleaning and disinfection of tables between meal periods.	Surfaces of tables/desks will be cleaned and disinfected between meal periods.
<input checked="" type="checkbox"/> Since staff must remove their face coverings during eating and drinking, staff must 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.	Schools will strive to maintain social distancing during use of staff and break rooms, restricting numbers of those present.

2i. TRANSPORTATION

Provide at least 3 feet of physical distance between passengers. Potential exposures on a bus are significantly reduced by 3 feet of distance, in combination with face coverings, and open windows for ventilation.

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service.	Transportation department was included in planning for return to service.
<input checked="" type="checkbox"/> Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the Ready Schools, Safe Learners guidance).	Buses will be cleaned daily. Targeted cleaning and disinfection of frequently touched surfaces will be done between cohort routes.

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Staff must use hand sanitizer (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle. Gloves are not recommended; hand sanitizer is strongly preferred. If hand sanitizer is not available, disposable gloves can be used and must be changed to a new pair before helping each child.	Staff assisting children getting on and off the bus will use hand sanitizer in between helping each child. If hand sanitizer is not available, disposable gloves may be used and must be changed to a new pair before helping each child.
<input checked="" type="checkbox"/> Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This must be done at the time of arrival and departure. <ul style="list-style-type: none"> If a student displays COVID-19 symptoms, provide a face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. <ul style="list-style-type: none"> The symptomatic student shall be seated in the first row of the bus during transportation, and multiple windows must be opened to allow for fresh air circulation, if feasible. The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected. If arriving at school, notify staff to begin isolation measures. If transporting for dismissal and the student displays an onset of symptoms, notify the school. 	<ul style="list-style-type: none"> Visual screening of students will be done as entering buses. Daily cohort contact logs will be kept. Students displaying symptoms will be kept six feet away from other students on the bus. A face covering will be provided the student. School will be contacted for isolation upon arrival or notification if student is being transported home. <ul style="list-style-type: none"> The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. If transporting for dismissal and the student displays an onset of symptoms, notify the school.
<input checked="" type="checkbox"/> Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.	Parents/guardians of students who require additional support (Special education) will be consulted as needed.
<input checked="" type="checkbox"/> Per federal guidance drivers must wear properly fitting face coverings at all times . A face shield or goggles may be worn to supplement a properly fitting face covering – refer to the CDC order issued January 29, 2021 .	Drivers must wear properly fitting face coverings which cover the nose and mouth at all times . A face shield or goggles may be worn to supplement a properly fitting face covering.
<input checked="" type="checkbox"/> Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).	Parents will be notified transportation will be provided only to students who qualify under ORS statutes.
<input checked="" type="checkbox"/> Face coverings for all students, applying the guidance in section 1h to transportation settings. This prevents eating while on the bus.	Students kindergarten and up will wear face coverings or face shields at all times , following CDC guidelines when riding the bus. No eating is allowed .
<input checked="" type="checkbox"/> Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible.	Actions will be taken to maximize ventilation by keeping vents and windows open to the greatest extent possible.

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. Provide time and supplies for the cleaning and disinfecting of high-touch surfaces between multiple student uses, even in the same cohort.	All frequently touched surfaces and shared objects will be cleaned at least two (2) times a day. Sinks, faucets, countertops, door handles, desks/tables and electronic devices will be cleaned between cohort groups.
<input checked="" type="checkbox"/> Outdoor learning spaces must have at least 75% of the square footage of its sides open for airflow.	
<input checked="" type="checkbox"/> Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment should be cleaned and disinfected at least daily in accordance with CDC guidance .	Playground equipment that is used will be cleaned daily between uses as much as possible.
<input checked="" type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.	Disinfectants will be used in accordance with recommendations of the manufacture and label directions will be followed. Products are to be kept away from students.

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> 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.	The district will use to the best of their availability those disinfectants products on the EPA list N with asthma-safer ingredients.
<input checked="" type="checkbox"/> Schools with HVAC systems must evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems shall, to the extent possible, increase natural ventilation by opening windows and interior doors before students arrive and after students leave, and while students are present. Do not prop open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed).	When feasible, ventilation will be increased by opening windows and doors to maximize fresh outdoor air.
<input checked="" type="checkbox"/> Schools with HVAC systems should ensure all filters are maintained and replaced as necessary to ensure proper functioning of the system.	All HVAC filters will be maintained and replaced as necessary to ensure proper function of the system.
<input checked="" type="checkbox"/> All intake parts that provide outside air to the HVAC system should be cleaned, maintained, and cleared of any debris that may affect the function and performance of the ventilation system.	All intake parts providing outside air to the HVAC system will be cleaned, maintained, and cleared of any debris that may affect the function and performance of the ventilation system.
<input checked="" type="checkbox"/> Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans must not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.	Ventilation systems will be checked and maintained by maintenance staff. Each room's cold air return filter will be changed monthly at all buildings. Rooftop units will have filters changed every 6 months.
<input checked="" type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.	
<input checked="" type="checkbox"/> Facilities must be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces).	Cleaning and disinfecting will be done daily.
<input checked="" type="checkbox"/> 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
<input checked="" type="checkbox"/> OAR 581-022-2220 Health Services, requires districts to "maintain a prevention-oriented health services program for all students" including space to isolate sick students and services for students with special health care needs. 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.	See <i>Sutherlin School District Guidance for Covid-19 and other Viruses Outbreak.</i>
<input checked="" type="checkbox"/> Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	See 1a.

2I. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: <ul style="list-style-type: none"> • Contact tracing • The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. • Quarantine of exposed staff or students • Isolation of infected staff or students • Communication and designation of where the “household” or “family unit” applies to your residents and staff 	Not applicable
<input checked="" type="checkbox"/> Review and take into consideration CDC guidance for shared or congregate housing: <ul style="list-style-type: none"> • Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible • Ensure at least 64 square feet of room space per resident • Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary; • Configure common spaces to maximize physical distancing; • Provide enhanced cleaning; • Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs. 	Not applicable
Exception	
<input checked="" type="checkbox"/> They have a current and complete RSSL Blueprint and are complying with Sections 1-3 of the Ready Schools, Safe Learners guidance and any other applicable sections, including Section 2L of the Ready Schools, Safe Learners guidance.	Not applicable
<input checked="" type="checkbox"/> The school maintains a fully-closed residential campus (no non-essential visitors allowed), and normal day school operations are only offered remotely through distance learning.	Not applicable
<input checked="" type="checkbox"/> There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.	Not applicable
<input checked="" type="checkbox"/> Less than 10% of staff, employees, or contractors (in total) are traveling to or from campus. Staff in this designation will: <ul style="list-style-type: none"> • Limit travel to essential functions. • Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19. 	Not applicable
<input checked="" type="checkbox"/> Any boarding students newly arriving to campus will either: <ul style="list-style-type: none"> • Complete a quarantine at home for 14 days (or current CDC recommended time period) prior to traveling to the school, OR • Quarantine on campus for 14 days (or current CDC recommended time period). 	Not applicable
<input checked="" type="checkbox"/> Student transportation off-campus is limited to medical care.	Not applicable

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

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

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☑ Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills.</p>	<p>Schools will utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills.</p>
<p>☑ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.</p>	<p>Proactive/preventative steps will be taken to reduce antecedent events and triggers within the school environment.</p>
<p>☑ Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.</p>	<p>Schools will be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjusting antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.</p>
<p>☑ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.</p>	<p>A proactive plan for will be established for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.	Staff will be trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.
<input checked="" type="checkbox"/> Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues.	Staff will be trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues.
<input checked="" type="checkbox"/> Plan for the impact of behavior mitigation strategies on public health and safety requirements: Scenario: <ul style="list-style-type: none"> • Student elopes from area • Student engages in behavior that requires them to be isolated from peers and results in a room clear. • Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior). 	Schools will plan for the impact of behavior mitigation strategies on public health and safety requirements: Scenario: <ul style="list-style-type: none"> • Student elopes from area <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> • Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand... How can I help?") to attempt to re-regulate the student without physical intervention. • Use the least restrictive interventions possible to maintain physical safety for the student and staff. • Wash hands after a close interaction. • Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in behavior that requires them to be isolated from peers and results in a room clear. <ul style="list-style-type: none"> ○ If students leave the classroom: <ul style="list-style-type: none"> • Preplan for a clean and safe alternative space that maintains physical safety for the student and staff • Ensure physical distancing and separation occur, to the maximum extent possible. • Use the least restrictive interventions possible to maintain physical safety for the student and staff. • Wash hands after a close interaction. • Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior). <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> • Maintain student dignity throughout and following the incident. • Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand... How can I help?") to attempt to re-regulate the student without physical intervention. • Use the least restrictive interventions possible to maintain physical safety for the student and staff • Wash hands after a close interaction. • Note the interaction on the appropriate contact log. <p>*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</p>
<input checked="" type="checkbox"/> Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.	Any spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.

2o. PROTECTIVE PHYSICAL INTERVENTION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> In accordance with ORS 339.291, ORS 339.300, and OAR 581-015-2556, if restraint or seclusion is used on a student, it must be imposed by personnel who are trained in approved restraint or seclusion programs, or by other personnel who are otherwise available in the case of emergency circumstance. Staff may engage in close contact (less than 6 feet of physical distance) with no more than two other individuals on a given day for the purposes of assessing physical skills associated with required training components of approved programs, under the following conditions: <ul style="list-style-type: none"> •Only participants and trainers are allowed to be present for these sessions. •Participants and trainers must be screened for symptoms associated with COVID-19 prior to the start of each session. Anyone exhibiting symptoms, by visual screening or self-report, shall not participate in training at that time. •All participants and trainers must wash their hands immediately prior to and following direct physical contact with another person. •All people in close contact for this purpose must wear appropriate Personal Protective Equipment (PPE), including but not limited to, medical grade N95 face masks, face shield, gloves, and gown. 	<p>Training of staff for seclusion or restraint will follow the conditions outlined by ODE.</p>
<input checked="" type="checkbox"/> Reusable Personal Protective Equipment (PPE) must be cleaned and disinfected following the manufacturer's recommendation, after every episode of physical intervention (see section 2j. Cleaning, Disinfection, and Ventilation in the Ready Schools, Safe Learners guidance). Single-use disposable PPE must not be re-used.	<p>If reusable personal protective equipment is used during physical intervention, it must be cleaned/sanitized before reuse.</p>



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review the " Planning for COVID-19 Scenarios in Schools " toolkit.	<p>Refer to "Planning for COVID-19 Scenarios in Schools." and see Sutherlin School District Guidance for Covid-19 and other Viruses Outbreak.</p>
<input checked="" type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	<p>Communication channels are established with the Local Public Health Authority.</p>

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review and utilize the " Planning for COVID-19 Scenarios in Schools " toolkit.	<p>Refer to "Planning for COVID-19 Scenarios in Schools." and see Sutherlin School District Guidance for Covid-19 and other Viruses Outbreak.</p>
<input checked="" type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning.	<p>Comprehensive distance learning will be available to all students during school closure due to Covid-19 unless staff levels are insufficient to support such.</p>
<input checked="" type="checkbox"/> Continue to provide meals for students.	<p>Meals will be continued to be provided for students.</p>

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review and utilize the " Planning for COVID-19 Scenarios in Schools " toolkit.	Refer to " Planning for COVID-19 Scenarios in Schools. " and see Sutherlin School District Guidance for Covid-19 and other Viruses Outbreak.
<input checked="" type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds.	See section 2j. Deep cleaning will be done daily (night/morning custodial shifts).
<input checked="" type="checkbox"/> When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.	Information will be communicated to families regarding criteria that must be met to resume on-site instruction.



ASSURANCES

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

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

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



4. Equity



5. Instruction



6. Family, Community, Engagement



7. Mental, Social, and Emotional Health



8. Staffing and Personnel

Assurance Compliance and Timeline

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

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