



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 7/29/2020

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Sutherlin Valley Online Academy
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
Local public health office(s) or officers(s)	Dr. Robert Dannenhoffer
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Sue Gillham
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.

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. A hybrid model of onsite and distance learning will be used. Full-time distance learning will be available for our families who request it.

Among students in Sutherlin School District:

- 15% of students are with disabilities
- 60% of students receive free/reduced meals
- 19% of students identify as other than white

Students speak 16 different languages

3. Indicate which instructional model will be used.

Select One:

- On-Site Learning Hybrid Learning Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-16 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.

Schools providing On-Site or Hybrid Instructional Models do not need to complete this section.

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

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

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

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Implement measures to limit the spreads of COVID-19 within the school setting. <input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. <input checked="" type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. <input checked="" type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. <input checked="" type="checkbox"/> Process and procedures established to train all staff in sections 1 - 3 of the <i>Ready Schools, Safe Learners</i> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. <input checked="" type="checkbox"/> Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. <input checked="" type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. <input checked="" type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students. <input checked="" type="checkbox"/> Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner. <input checked="" type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance). <input checked="" type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others. <input checked="" type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the <i>Ready Schools, Safe Learners</i> guidance). 	<ol style="list-style-type: none"> 1. Measures will be implemented to limit the spread of COVID-19 within the school setting. 2. The Sutherlin School District follows Communicable Disease Guidelines from Oregon Department of Education and Oregon Health Authority. <i>A Guidance for Covid-19 and other Viruses Outbreak</i> has been developed. Board policies GBEB, JHCC and their respective administrative regulations are followed. 3. The principal will be the designated person at each school to establish, implement and enforce physical distancing requirements. 4. LPHA- Dr. Robert Dannenhoffer Douglas ESD Nurses – Barb Hoffard, Marcella Post and Anita Ogden 5. All staff will receive training in sections 1-3; additionally, information will be on the district website. <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> <ol style="list-style-type: none"> 1. Per LPHA, normal cleaning routines of daily surface disinfection will be adequate for disinfections procedures with increased frequency. Follow current CDC recommendations 2. At time of writing, the reporting rules pending, presumably when a student(s) test positive the school will be notified

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><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.</p> <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><input checked="" type="checkbox"/> Required components of individual daily student/cohort logs include:</p> <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 <p><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.</p> <p><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.</p> <p><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> <p><input checked="" type="checkbox"/> Protocol to respond to potential outbreaks (see section 3 of the Ready Schools, Safe Learners guidance).</p>	<p>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.</p> <ol style="list-style-type: none"> Cohort tracking logs will be shared with LPHA contact requested or of potential cases. Eyes on, visual screening--Is this something that is different than normal for this child/person? <p>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>.</p> <p>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.</p> <p>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> <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>District will utilize a cohort tracking log with required components. 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 who the COVID patient was in contact with.</p> <p>Daily cohort logs will be kept and stored in the school administration office for a minimum of four weeks from the date created. LPHA will be consulted if anyone who has entered the school is diagnosed with COVID-19.</p> <p>Outbreak plan: See <i>Sutherlin School District Guidance for Covid-19 and other Viruses Outbreak</i>.</p>

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p>	<p>All staff and students given the opportunity to self-identify as vulnerable or living with a vulnerable family member.</p> <p>Staff:</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>Medically Fragile, Complex and Nursing-Dependent Student Requirements</p> <p>☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services:</p> <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. <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. • Work with an interdisciplinary team to meet requirements of ADA and FAPE. • High-risk individuals may meet criteria for exclusion during a local health crisis. • Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> ○ U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020. ○ ODE guidance updates for Special Education. Example from March 11, 2020. ○ OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education.' ○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion. 	<p><i>All staff members self-identifying (subject to change as governor directives and state guidance are published):</i></p> <ul style="list-style-type: none"> → All self-identified staff will have the option of taking FMLA, work tasks without in-person contact, or appropriate leave options. → Classified staff members may be assigned to other duties. → Teachers may be assigned to online primary instruction as lead teacher or supporting teacher, or other duties <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. <p>Visitors/Volunteers:</p> <ul style="list-style-type: none"> → Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Adults in school are limited to essential personnel only. <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 practices recommended by Oregon School Nursing Association and the Oregon Health Authority. 2. 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. 3. 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. 4. Coordinate with other health services provided to students in the school setting in addition to nursing. 5. 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.

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings. <input checked="" type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining at least six feet between individuals to the maximum extent possible. <input checked="" type="checkbox"/> Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. <input checked="" type="checkbox"/> Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). <input checked="" type="checkbox"/> Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. <input checked="" type="checkbox"/> Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. 	<p>Room measurements have been taken and sq. footage determined to maximize student spacing.</p> <p>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</p> <p>Materials will be placed to remind students of physical distancing and traffic flows.</p> <p>Building schedules designed to limit hallway crowding/gathering. Limited on-site instruction will be provided to meet the needs of 4th-12th grade students in hands-on CTE (or similar) courses, as well as students requiring social-emotional support, and those struggling to access technology. 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.</p> <p>Cohort groups may have rotated days. Students will receive instruction on maintaining physical distance.</p> <p>Staff meetings and conferences will maintain physical distancing.</p>

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <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. <input checked="" type="checkbox"/> Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. <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). <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. <input checked="" type="checkbox"/> Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. <input checked="" type="checkbox"/> Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers. <input checked="" type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. 	<p>Transportation cohort:</p> <ul style="list-style-type: none"> → There will be separate cohorts for AM and PM. → Each run will have a daily contact log. → Only students who qualify for transportation per ORS statutes will be transported by the district. <p>Cohorts: As much as feasible, cohorts’ groups will be established to reduce the risk of spreading disease.</p> <p>Cleaning and sanitation procedures will be maintained between multiple student uses.</p> <p>Handwashing / sanitization will be followed between interactions with different stable cohorts by staff.</p>

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <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. <input checked="" type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. 	<p>Communications will be shared with families and staff detailing the rationale for the instructional model chosen, as well as explaining infection control measures for preventing the spread of disease.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). <input checked="" type="checkbox"/> Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. <input checked="" type="checkbox"/> Provide all information in languages and formats accessible to the school community.	<p>Additional information will be shared with staff and 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> <p>Information will be provided in English and Spanish.</p>

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> Primary symptoms of concern: cough, fever (of greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> Trouble breathing Persistent pain or pressure in the chest New confusion or inability to awaken Bluish lips or face Other severe symptoms <input checked="" type="checkbox"/> Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health. <ul style="list-style-type: none"> Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the Ready Schools, Safe Learners guidance) and sent home as soon as possible. They must remain home until 24 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. <input checked="" type="checkbox"/> Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days. <input checked="" type="checkbox"/> Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. <input checked="" type="checkbox"/> Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	<p>Arrival and Entry</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. <ul style="list-style-type: none"> Visual screening for symptoms of staff and students will be done on entry to bus/school every day. Parent Attestation form will be available. <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>Hand sanitizer stations will be set at each entrance to the school.</p>

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Restrict non-essential visitors/volunteers. ☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit. ☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance. ☒ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days. 	<ul style="list-style-type: none"> → 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. → Visitors who are onsite for essential business must wash or sanitize their hands upon entry and exit. → Visitors must wear face coverings in accordance with OHA and CDC guidelines. → Visitors will be visually screened for symptoms during sign-in and will not be allowed to enter if symptomatic.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines Face Coverings. ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines Face Coverings. ☒ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time, the school/team must: ☒ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role. <p>Protections under the ADA or IDEA</p> <ul style="list-style-type: none"> ☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should work to limit the student’s proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include: <ul style="list-style-type: none"> • Offering different types of face coverings and face shields that may meet the needs of the student. • Spaces away from peers while the face covering is removed; students should not be left alone or unsupervised. • Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease; • Additional instructional supports to effectively wear a face covering; ☒ For students with existing medical conditions, doctor’s orders to not wear face coverings, or other health related concerns, schools/districts must not deny access to On-Site instruction. ☒ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020. <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"> 4. 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. 5. Placement determinations cannot be made due solely to the inability to wear a face covering. 6. 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 	<p>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.</p> <p>Face coverings or face shields are required for all students in grades kindergarten and up following CDC guidelines for Face Coverings. 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 should not 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. <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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>determine the student will not wear a face covering, the school or district must:</p> <ol style="list-style-type: none"> 3. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan. 4. 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. 5. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited on-site instruction, on-site instruction with accommodations, or Comprehensive Distance Learning. <p><input checked="" type="checkbox"/> Districts must consider child find implications for students who are not currently eligible for, or receiving services under, a 504/IEP who demonstrate an inability to consistently wear a face covering or face shield as required. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.</p> <p><input checked="" type="checkbox"/> If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member’s proximity to students and staff to the extent possible to minimize the possibility of exposure.</p>	<p>determine the student will not wear a face covering, the school or district must:</p> <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 instruction with accommodations, or Comprehensive Distance Learning</p> <p>Districts will consider child find implications for students who are not currently eligible for, or receiving services under, a 504/IEP who demonstrate an inability to consistently wear a face covering or face shield as required. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.</p> <p>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.</p>

1i. ISOLATION MEASURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><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.</p> <p><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.</p> <ul style="list-style-type: none"> • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. • Consider required physical arrangements to reduce risk of disease transmission. • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. 	<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 released ○ Name of Student ○ Reported symptoms/reason for visit to health room. ○ Action taken

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.</p> <ul style="list-style-type: none"> • School nurse and health staff in close contact with symptomatic individuals (less than six feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. • If able to do so safely, a symptomatic individual should wear a face covering. • To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. <p><input checked="" type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</p> <p><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.</p> <ul style="list-style-type: none"> • Symptomatic staff or students should be evaluated and seek COVID-19 testing from their regular physician or through the local public health authority. • If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If a clear alternative diagnosis is identified as the cause of the person's illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance should be followed and person should be fever-free for 24 hours, without use of fever reducing medicine. A physician note is required to return to school, to ensure that the person is not contagious. • If they do not undergo COVID-19 testing, the person should remain at home for 10 days and until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. <p><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).</p> <p><input checked="" type="checkbox"/> Record and monitor the students and staff being isolated or sent home for the LPHA review.</p>	<ul style="list-style-type: none"> • Face coverings will be offered to individuals who are isolated. <p>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.</p> <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. • 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. <p>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.</p> <p>See <i>Sutherlin School District Guidance for Covid-19 and other Viruses Outbreak.</i></p>

OHA/ODE Requirements	Hybrid/Onsite Plan
	<ul style="list-style-type: none"> → Health room logs of isolated students/staff may be shared with LPHA for review.



2. Facilities and School Operations

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

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☑ Enroll all students (includes foreign exchange students) following the standard Oregon Department of Education guidelines. ☑ Do not disenroll students for non-attendance if they meet the following conditions: <ul style="list-style-type: none"> • Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or • Have COVID-19 symptoms for 10 consecutive school days or longer. ☑ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns. 	<p>Students will be enrolled following the standard ODE guidelines.</p> <p>Students will only be unenrolled when a school district has received notice that they've been enrolled in another setting.</p> <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. <p>Have COVID-19 symptoms for 10 consecutive school days or longer.</p>

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☑ Grades K-5: Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning). ☑ Grades 6-12: Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning). ☑ Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health. 	<p>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).</p> <p>Grades 6-12: Attendance will be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning).</p> <p>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.</p>

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☑ Update procedures for district-owned or <i>school-owned</i> devices to match cleaning requirements (see section 2d of the <i>Ready Schools, Safe Learners</i> guidance). ☑ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements. 	<p>UV Sanitation stations will be used to clean district-owned devices. School devices will be cleaned and sanitized before and after student use.</p> <p>During check-out and check-in procedures, social distancing and safety measures will be used.</p>

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Handwashing: All people on campus should be advised and encouraged to wash their hands frequently. ☒ Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. ☒ Events: Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. ☒ Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. ☒ Personal Property: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner. 	<ul style="list-style-type: none"> ● Handwashing: Provide age appropriate hand washing education, define appropriate times to wash hands, and provide hand sanitizer when hand washing is not available. ● 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. ● Safety Drills: During fire drills (and all other safety drills), all cohort classes will be physically distanced during exit, recovery, and reentry procedures. ● 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. ● Transitions/Hallways: Hallway traffic direction marked to show travel flow. <ul style="list-style-type: none"> ● Hallway traffic direction marked to show travel flow, including one-way traffic markings to reduce contact. Classroom transitions may be staggered to reduce contact. ● Classroom line up: Students line up in cohorts' classes outside and in designated areas, keeping more than 6 feet between cohort groups. <ul style="list-style-type: none"> ○ Line up areas marked with visual cues to indicate adequate physical distance. ● 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
<ul style="list-style-type: none"> ☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☒ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. <ul style="list-style-type: none"> ● Eliminate shared pen and paper sign-in/sign-out sheets. ● Ensure hand sanitizer is available if signing children in or out on an electronic device. ☒ Ensure hand sanitizer dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible. 	<p>Refer to 1f.</p> <p>Arrival and Entry</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>Sign-in/Sign-out:</p> <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
	<ul style="list-style-type: none"> Hand sanitizer dispensers will be placed near all entry doors and other high-traffic areas. Mark specific areas and designate one-way traffic flow for transitions of traffic for vehicles and on-foot. Share with families the need to keep drop-off/pick-up interactions as brief as possible.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Seating: Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. <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. <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 should be disposed of in a garbage can, then hands washed or sanitized immediately. <ul style="list-style-type: none"> Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. 	<ul style="list-style-type: none"> Seating: Student seating will be assigned seating and arranged so students physical bodies are six feet apart to the maximum extent possible while maintaining 35 sq. ft. per person. 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. 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
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). <input checked="" type="checkbox"/> After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. <input checked="" type="checkbox"/> Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. <input checked="" type="checkbox"/> Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with CDC guidance. <input checked="" type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements. <input checked="" type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). <input checked="" type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts. <input checked="" type="checkbox"/> Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. <input checked="" type="checkbox"/> Limit staff rooms, common staff lunch areas, and workspaces to single person usage at a time, maintaining six feet of distance between adults. 	<p>Not applicable.</p> <p>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.</p> <p>Not applicable.</p> <p>Not applicable.</p> <p>Restrooms will be cleaned at the beginning of every hour.</p> <p>Physical distancing will be maintained between students.</p>

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Include meal services/nutrition staff in planning for school reentry. <input checked="" type="checkbox"/> Staff serving meals must wear face shields or face covering (see section 1h of the Ready Schools, Safe Learners guidance). 	<p>→ Meals will be served to cohorts in their classrooms.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after. ☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed. ☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. ☒ Adequate cleaning of tables between meal periods. ☒ Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces. 	<ul style="list-style-type: none"> → All food service personnel will wear face shields or face coverings when serving meals. → Students will wash hands or use hand sanitizer before meals and will be encouraged to do so after meals. → Surfaces of tables/desks will be cleaned between meal periods. → Schools will strive to maintain social distancing during use of staff and break rooms, restricting numbers of those present.

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service. ☒ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This can be done at the time of arrival and departure. <ul style="list-style-type: none"> • If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. • If arriving at school, notify staff to begin isolation measures. <ul style="list-style-type: none"> ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. ☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. ☒ Drivers wear face shields or face coverings when not actively driving and operating the bus. ☒ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings). ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the <i>Ready Schools, Safe Learners</i> guidance to transportation settings. 	<ul style="list-style-type: none"> → Buses will be cleaned daily. Targeted cleaning and disinfection of frequently touched surfaces will be done between cohort routes. → 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. <p>Drivers will have face shields or face coverings to wear when not actively driving and operating the bus.</p> <p>Parents will be notified transportation will be provided only to students who qualify under ORS statutes.</p> <p>Students kindergarten and up will wear face coverings or face shields following CDC guidelines when riding the bus.</p>

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. ☒ Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance. 	<p>All frequently touched surfaces and shared objects will be cleaned at least 2 to 3 times throughout the day.</p> <p>Sinks, faucets, countertops, door handles, desks/tables and electronic devices will be cleaned between cohort groups.</p> <p>Not applicable.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ☒ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. ☒ Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. For example, do not use fans if doors and windows are closed and the fans are recirculating the classroom air. ☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. ☒ Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces). ☒ Air circulation and filtration are helpful factors in reducing airborne viruses. Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance). 	<p>Cleaning and disinfecting will be done daily.</p>

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. ☒ Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC). 	<p>See <i>Sutherlin School District Guidance for Covid-19 and other Viruses Outbreak</i>. See 1a.</p> <p>See 1a.</p>

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: <ul style="list-style-type: none"> • Contact tracing • The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. • Quarantine of exposed staff or students • Isolation of infected staff or students • Communication and designation of where the “household” or “family unit” applies to your residents and staff ☒ Review and take into consideration CDC guidance for shared or congregate housing: 	<p>Not applicable</p> <p>Not applicable</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<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. 	



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. <input checked="" type="checkbox"/> Establish a specific emergency response framework with key stakeholders. <input checked="" type="checkbox"/> When new cases are identified in the school setting, and the incidence is low, the LPHA will provide a direct report to the district nurse, or designated staff, on the diagnosed case(s). Likewise, the LPHA will impose restrictions on contacts. 	<p>See <i>Sutherlin School District Guidance for Covid-19 and other Viruses Outbreak.</i> See 1a.</p> <p>See <i>Sutherlin School District Guidance for Covid-19 and other Viruses Outbreak.</i> See 1a.</p>

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Follow the district's or school's outbreak response protocol. Coordinate with the LPHA for any outbreak response. <input checked="" type="checkbox"/> If anyone who has been on campus is known to have been diagnosed with COVID-19, report the case to and consult with the LPHA regarding cleaning and possible classroom or program closure. <ul style="list-style-type: none"> • Determination if exposures have occurred • Cleaning and disinfection guidance • Possible classroom or program closure <input checked="" type="checkbox"/> Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students. <input checked="" type="checkbox"/> When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district. <input checked="" type="checkbox"/> Modify, postpone, or cancel large school events as coordinated with the LPHA. <input checked="" type="checkbox"/> If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students. <input checked="" type="checkbox"/> Continue to provide meals for students. <input checked="" type="checkbox"/> Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families. 	<p>See <i>Sutherlin School District Guidance for Covid-19 and other Viruses Outbreak.</i> See 1a.</p> <p>If anyone who has been on campus is known to have been diagnosed with COVID-19, report the case to and consult with the LPHA regarding cleaning and possible classroom or program closure.</p> <ul style="list-style-type: none"> • Determination if exposures have occurred • Cleaning and disinfection guidance • Possible classroom or program closure. <p>Clusters of illness will be reported to the LPHA.</p> <p>School events will be canceled, postponed or modified, if events are held modifications may be coordinated with the LPHA.</p> <p>Short-term distance learning or Comprehensive Distance Learning models for all staff/students may be implemented if school is closed.</p> <p>Meals will be continued to be provided for students.</p> <p>Information will be communicated to families regarding criteria that must be met to resume on-site instruction.</p>

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Plan instructional models that support all learners in Comprehensive Distance Learning. <input checked="" type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. <input checked="" type="checkbox"/> Communicate with families about options and efforts to support returning to On-Site instruction. <input checked="" type="checkbox"/> Follow the LPHA guidance to begin bringing students back into On-Site instruction. <ul style="list-style-type: none"> • Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools. 	<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> <p>See Sutherlin School District Guidance for Covid-19 and other Viruses Outbreak. See 1a.</p> <p>Information will be communicated to families regarding criteria that must be met to resume on-site instruction.</p>



ASSURANCES

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

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



4. Equity



5. Instruction



6. Family, 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>