



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Prospect School District #59
Key Contact Person for this Plan	Brian Purnell
Phone Number of this Person	541-560-3653
Email Address of this Person	brianp@prospect.k12.or.us
Sectors and position titles of those who informed the plan	Brian Purnell - Superintendent and Elementary Principal Jennifer Durham - Middle and High School Principal Sheri Eary - Human Resources Director and Business Manager Lacy Thompson - Registrar Stephanie Perkins - Administrative and Athletic Assistant Bruce Baker - Head Custodian Debbie Baker - Custodian Keith Howard - Head Maintenance Janet Yakopatz - High School Language Arts Teacher

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.

	Kristy Bliss - 3rd Grade Teacher Jessica Jacobson - Kindergarten Teacher Marsha Capello - 5th Grade Teacher Linda Alexander - Middle School Science Teacher Kate Lehman - 1st Grade Teacher
Local public health office(s) or officers(s)	Jackson Baures, Public Health Division Manager
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Brian Purnell
Intended Effective Dates for this Plan	August 3, 2020
ESD Region	Southern Oregon ESD

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

We have reached out to all of our families with letters and surveys requesting their feedback on Distance Learning, reopening the school, as well as any concerns they may have. The surveys and letters have been emailed to each family, as well as posted on our school website and Facebook page.

3. Indicate which instructional model will be used.

Select One: We will utilize CDL until state and county metrics permit onsite learning.

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

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

The state and county metrics do not allow our district to return to onsite learning for grades 4-12. When metrics allow, we will provide instruction on-site.

[Complete after June 30, 2020 when Comprehensive Distance Learning Guidance is released by ODE.] Describe how your school's model aligns to the Comprehensive Distance Learning Guidance.

We have planned for the academic conditions necessary to support CDL. We will be offering professional development for teachers to support strong instructional/ assessment practices in a distance learning environment. Required instructional time will be met and assessment and instruction will be prioritized to essential standards of the course. SDI, supplementary aides, and related services are insured. Multiple modalities will be used to support synchronous provision of services and support.

Daily breakfast and lunch will be provided. Attendance will be monitored and taken daily in grades, K-5, and for every scheduled class period in grades 6-12. Clear guidelines and communication will be provided to families regarding attendance.

Student and family support needs will be met through careful consideration of equity and access. We will be utilizing grant funds to ensure equitable access to FAPE, technology, instruction, and support personnel. A new position has been created to support distance learning and maintain connection and community and student success.

The district will meet digital learning needs of CDL by ensuring security, maximizing accessibility, and utilizing grant funds to provide Internet access for all students. A district-wide LMS will be utilized to streamline CDL for all participants. Training in the LMS will be provided to all participants including families. Digital content with opportunities for differentiation and collaboration is prioritized,

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.

Prospect School District will refer to the Short-Term Distance Learning Timeline and state and county metrics to gauge when on-site instruction can resume. As soon as metrics show Jackson County meets the required metrics, it is our intention to fully resume on-site learning following the guidelines of Operational Blueprint.

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements

Hybrid/Onsite Plan

<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Implement measures to limit the spreads of COVID-19 within the school setting. Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. <input checked="" type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. <input checked="" type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. <input checked="" type="checkbox"/> Process and procedures to train all staff in sections 1 - 3 of the Ready Schools, Safe Learners guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained. <input checked="" type="checkbox"/> Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. <input checked="" type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. <input checked="" type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students. <input checked="" type="checkbox"/> Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner. <input checked="" type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others. <input checked="" type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. <ul style="list-style-type: none"> ● If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the Ready Schools, Safe Learners guidance), the daily log may be maintained for the cohort. ● If a student(s) is not part of a stable cohort, then an individual student log must be maintained. <input checked="" type="checkbox"/> Required components of individual daily student/cohort logs include: <ul style="list-style-type: none"> ● Child's name ● Drop off/pick up time ● Parent/guardian name and emergency contact information ● All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student <input checked="" type="checkbox"/> Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. <input checked="" type="checkbox"/> Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19. <input checked="" type="checkbox"/> Protocol to respond to potential outbreaks (see section 3 of the Ready Schools, Safe Learners guidance). 	<ul style="list-style-type: none"> ● Updated Communicable Disease Management Plan with current OHA, CDC, and WHO recommendations for COVID-19. ● Support provided by: <ul style="list-style-type: none"> ○ Jackson Baures, Jackson County Health Department ○ Margay Garrity, Southern Oregon ESD Registered Nurse ○ Rogue Community Health Center, Prospect Location ○ OHA, CDC, WHO
--	--

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <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. 	<ul style="list-style-type: none"> ● All staff and students are given the opportunity to self-identify as vulnerable or living with a vulnerable family member. ● Staff:

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:
 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.
 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.
 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.
- ☒ Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:
 - 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:
 - US Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.
 - 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.

- Redeployed options could include on-line instruction and support; maintenance projects; custodial work; office work without student/staff contact
- Staff could consider all leave options
- Students:
 - All students identified as vulnerable, either by a physician, or parent/guardian notification, will be enrolled in online 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.
- Visitors/Volunteers
 - Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time.
 - Adults in schools are limited to essential personnel only.

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space,	● District Administration will enforce social distancing requirements in coordination with all staff:

<p>understanding that desks and room set-up will require use of all space in the calculation.</p> <ul style="list-style-type: none"> ☒ Support physical distancing in all daily activities and instruction, striving to maintain at least six feet between individuals. ☒ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. ☒ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). ☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. 	<ul style="list-style-type: none"> ○ Review CDMP with staff at district inservice, stressing the importance of enforcing physical distancing requirements. ○ Additional professional development and staff meetings as needed throughout the year to ensure social distancing is enforced. ● Determine capacity per area and do not exceed <ul style="list-style-type: none"> ○ Post capacity signs at all entrances ○ Maximize usable area by removing extra furniture and rearranging desks in classrooms ● Use visual aids that promote social distancing: <ul style="list-style-type: none"> ○ Assigned seating with name tags ○ Lines painted on sidewalks in 6 foot intervals, tape that indicate appropriate seating in common areas such as the cafeteria.) ● Projected student population by grade level (cap enrollment if deemed necessary for social distancing): <ul style="list-style-type: none"> ○ Elementary: <ul style="list-style-type: none"> ■ PreK: 16 ■ Kindergarten: 16 ■ 1st Grade: 15 ■ 2nd Grade: 21 ■ 3rd Grade: 15 ■ 4th Grade: 10 ■ 5th Grade: 19 ○ Middle School: <ul style="list-style-type: none"> ■ 6th Grade: 17 ■ 7th Grade: 20 ■ 8th Grade: 20 ○ High School: <ul style="list-style-type: none"> ■ 9th Grade: 14 ■ 10th Grade: 20 ■ 11th Grade: 14 ■ 12th Grade: 20
--	--

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> ● The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☒ Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. ☒ Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. ☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers. ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. 	<ul style="list-style-type: none"> ● Establish stable cohorts and track attendance carefully to ensure accurate contact tracing. <ul style="list-style-type: none"> ○ Transportation Cohort: stable groups each day, may vary by AM/PM routes ○ Elementary: <ul style="list-style-type: none"> ■ Grade level cohorts: 1 cohort per grade level PreK-5 ■ PE cohorts (PE equipment sanitized between cohorts) <ul style="list-style-type: none"> ● Grades K-1 ● Grades 2-3 ● Grades 4-5 ■ Lunch and recess cohorts (lunch room and recess equipment sanitized between cohorts): <ul style="list-style-type: none"> ● Grades K-2 ● Grades 3-5 ○ Middle School Cohort: 1 cohort comprised of grades 6-8 ○ High School Cohort: 1 cohort comprised of grades 9-12 ● Whenever possible Title and Special Education staff enter cohorts to provide additional instruction. Maintain check-in logs for cohort "guests" to ensure contact tracing. ● Keep students/grade levels in the same room to the fullest extreme possible.

- Rotate teachers from room to room, as opposed to students, whenever possible.
- When a student must be pulled from their grade level cohort to receive support, it creates a new cohort and additional contact tracing log requirements.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Develop a letter or communication to staff to be shared at the start of on-site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. <ul style="list-style-type: none"> ● Consider sharing school protocols themselves. ☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. <ul style="list-style-type: none"> ● Consult with your LPHA on what meets the definition of “close contact.” ☒ Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. ☒ Provide all information in languages and formats accessible to the school community. 	<ul style="list-style-type: none"> ● Notify staff through emails, staff meetings, and/or the alert system. <ul style="list-style-type: none"> ○ Flexibility within the CBA for immediate after school meetings as new information arises. ● Notify families through the website, Facebook, and/or the alert system.

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> ● Primary symptoms of concern: cough, fever or chills, shortness of breath, or difficulty breathing. ● Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19, but are not enough in isolation to deny entry. More information about COVID-19 symptoms is available from CDC. ● In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. ● Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face ○ Other severe symptoms ☒ 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. <ul style="list-style-type: none"> ● Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the Ready Schools, Safe Learners guidance) and sent home as soon as possible. ● They must remain home until 72 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. ☒ 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. 	<ul style="list-style-type: none"> ● Transportation Screening: <ul style="list-style-type: none"> ○ Parents attest that their students have been screened prior to loading them on the bus (possible enrollment checkbox). <ul style="list-style-type: none"> ■ Provide parents with a checklist for screening. ○ Bus drivers visually screen. When screening indicates that a student may be symptomatic the student is directed to a socially distanced seat on the bus (possibly the 2nd seat behind the driver). A facial coverage should be provided if the student can safely wear one. ○ Upon arrival at school, symptomatic students will report directly to the designated area. Follow isolation procedures in 1i. ● Screening Students (at the beginning of the school year, staff will meet students at drop off zones to go over procedures): <ul style="list-style-type: none"> ○ Elementary students will report to their grade level classroom directly from drop off. Middle and High School students will report to their first period classrooms. ○ All classes with outside doors will utilize this entrance; the classroom teacher will conduct a visual screen for the appearance of symptoms. ○ When screening indicates that a student may be symptomatic, the student will be directed to the designated isolation area. ○ Students will use classroom handwashing stations upon entrance. <ul style="list-style-type: none"> ■ Handwashing stations will be designated for classrooms without a sink. ● Screening Staff: <ul style="list-style-type: none"> ○ Staff are required to report when they may have been exposed to or if they are experiencing any related symptoms to COVID-19.

<ul style="list-style-type: none"> ☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. ☒ Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. 	<ul style="list-style-type: none"> ● Do not exclude staff or students who have a cough that is not a new onset or worsening. Staff and parents/guardians can provide information regarding existing conditions that cause coughing unrelated to COVID-19. ● When staff or students are out sick, symptoms should be reported as part of communicable disease surveillance. Any person known to have been exposed to COVID-19 shall not be allowed on campus until the passage of 14 calendar days after exposure and until symptoms are improving if symptomatic.
--	---

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Restrict non-essential visitors. Only allow visitors if six feet of physical distance between all people can be maintained. ☒ Visitors must wash or sanitize their hands upon entry and exit. ☒ Visitors must wear face coverings in accordance with local public health authority and CDC guidelines. ☒ Screen all visitors for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days. 	<ul style="list-style-type: none"> ● No visitors or volunteers. Adults in school are limited to essential personnel. <ul style="list-style-type: none"> ○ Parent letter to discourage stopping by and/or dropping off things for students during the school day. ○ Sanitation station set up outside of office for extenuating circumstances

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: <ul style="list-style-type: none"> ● Staff who are regularly within six feet of students and/or staff <ul style="list-style-type: none"> ○ This can include staff who support personal care, feeding, or instruction requiring direct physical contact. ○ Staff who will sustain close contact and interactions with students. ● Bus drivers. ● Staff preparing and/or serving meals. ☒ Face shields or clear plastic barriers for: <ul style="list-style-type: none"> ● Speech Language Pathologists, Speech Language Pathology Assistants, or other adults providing articulation therapy. ● Front office staff. ☒ 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. ☒ Students who choose not to wear face coverings must be provided access to instruction. ☒ ADA accommodations: If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure. 	<ul style="list-style-type: none"> ● Facial Shields: facial shields are required and will be provided for: <ul style="list-style-type: none"> ○ Bus drivers - Shield must be in use when stopped but can be lifted while driving. When not using face shield, the driver should be wearing an alternative face covering. ● Protective Barriers or face shields <ul style="list-style-type: none"> ○ Front office staff ○ Speech Language Pathologists ● Facial Coverings: facial coverings are not synonymous with facemasks. Facial coverings are required and will be provided for: <ul style="list-style-type: none"> ○ Child Nutrition Program staff ○ Staff providing 1:1 student support ○ OT, PT, staff supporting personal care, staff where direction requires direct physical contact ○ Nurses or designated health services providers when administering medication or providing direct services ● Facial coverings are strongly encouraged for staff moving throughout campus, including but not limited to: <ul style="list-style-type: none"> ○ High School and Middle School Teachers ○ Title I/Special Education Staff ○ Front Office Staff when working in areas other than the front office ○ Administration ● Facial coverings are recommended for: <ul style="list-style-type: none"> ○ All staff ● Facial covering are not recommended for: <ul style="list-style-type: none"> ○ Children under the age of 12 ○ Children of any age should not wear a face covering <ul style="list-style-type: none"> ■ If they have a medical condition that makes it difficult for them to breathe with a face covering ■ If they experience a disability that prevents them from wearing a face covering ■ They are unable to remove the face covering independently ■ While sleeping

1i. ISOLATION MEASURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Protocols for surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.</p> <p><input checked="" type="checkbox"/> Protocols for assessment of students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day.</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. <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 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space, and hands washed after removing PPE. ● If able to do so safely, a symptomatic individual should wear a face covering. ● To reduce fear, anxiety, or shame related to isolation, provide 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 seek COVID-19 testing from their regular physician or through the local public health authority. ● If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. <ul style="list-style-type: none"> ○ Alternatively, a person who had a positive viral test may return to school when they have received two subsequent negative COVID-19 viral tests at least 24 hours apart and 72 hours have passed since fever is gone, without use of fever reducing medicine, and other symptoms are improving ● If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. ● If they do not undergo COVID-19 testing, the person should remain home until 72 hours after fever is gone, without use 	<ul style="list-style-type: none"> ● Refer to CDMP and section 1f for appropriate isolation determination/process. ● School designee will connect weekly with the community health center on updates for plan and isolation measures taken. ● All students who become ill at school with excludable symptoms will remain at school supervised by staff until parents can pick them up in designated isolation area. Students will be provided a facial covering (if they can safely wear one). Staff should wear a facial covering and maintain physical distancing, but never leave a child unattended. <ul style="list-style-type: none"> ○ Possible isolation area in the RCH conference room ● Staff will exercise caution and ensure safety while also maintaining composure and disposition so as not to unduly worry a student or family. ● Staff will maintain student confidentiality as appropriate. ● Daily logs must be maintained containing the student name, description of illness, time of onset (even if the student is not sent home). ● Staff and students with known or suspected COVID-19 cannot remain at school and should return only after their symptoms resolve. In no case can they return before the passage of 14 calendar days after exposure and symptoms have been resolved for 72 hours without the use of anti-fever medications.

of fever reducing medicine, and other symptoms are improving.

- Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).
- Record and monitor the students and staff being isolated or sent home for the LPHA review.



2. Facilities and School Operations

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

2a. ENROLLMENT

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Enroll all students following the standard Oregon Department of Education guidelines. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns. 	<ul style="list-style-type: none"> • All students will be enrolled following the Oregon Department of Education guidelines. • No student will be dropped for non-attendance if they are identified as vulnerable to COVID-19 or have had COVID-19 symptoms for the past 14 days.

2b. ATTENDANCE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-Site school students: Full-time and part-time students follow normal reporting policy and procedures. <input checked="" type="checkbox"/> Full-Time Online and/or Hybrid school students: Full-time students who are enrolled in school and taking online and/or hybrid courses only are reported on an FTE basis using a standard record (ADMProgTypCd = 01) as identified in the Oregon Cumulative Average Daily Membership (ADM) Manual. This is an existing policy previously used in the online setting. As such, there should not be any need to reprogram student information systems to accommodate for this change and the addition of the hybrid setting. <ul style="list-style-type: none"> • Note: Because the students in the online and/or hybrid setting do not regularly attend classes at the district facilities, the standard procedures for recording student days present and days absent cannot be effectively applied to those students. This will reduce accuracy of attendance data for the state while this is in effect. • For the purposes of this section, please use the following definition and clarification: Online and/or Hybrid Check-in: The responsibility of taking attendance must be performed by the teacher of record. "Check-ins" with appropriately licensed instructional staff are two-way communications between the student and the teacher. A check-in does not include a student leaving a message on an answering machine or sending an email that does not receive a 	<ul style="list-style-type: none"> • Attendance policies and plans will encourage staff and students to stay home if someone in their house is sick. • Attendance will be tracked closely to ensure proper contact tracing as well as potential cluster illnesses. • Develop protocol for office clerk around specific questions to ask parents regarding the symptoms of a student who is out sick. • Identify cluster illnesses and report them to the local health department. • Review and revisit student attendance policies with faculty and staff as needed.

response from the appropriately licensed instructional staff by the end of the next school day.

- The student must check-in **at least** twice a week with their teacher(s) of record on **at least** two separate weekdays in order to be counted as present for all five days of that week.
- If the student only checks in once during the week, the student must be counted as absent for half of the scheduled week (2.5 days, if there are 5 days scheduled in the week).
- The student must be counted as absent for the entire week (5 days, if there are 5 days scheduled in the week) if they do not report in at all during the week.
- Note: If a district schedule is based on a 4-day school week, the student would still need to check in twice a week as described above in order to be counted as present for the entire week (4 days) and once a week to be counted as present for half of the week (2 days).
- Days in attendance may not be claimed for days in which the student did not have access to appropriately licensed instructional staff. The purpose of the rule regarding checking in with the teacher of record is to assure that the teacher can evaluate whether the student is making adequate progress in the course and the student has additional guaranteed opportunities to engage with a teacher. The responsibility of taking attendance must be performed by the teacher of record, not another staff member (e.g., the registrar or school secretary).

Part-time students receiving online and/or hybrid instruction (not college courses): Students who are not enrolled full-time and are taking online and/or hybrid courses offered by the school district or charter school are reported as large group instruction (program type 4), unless they are an ESD-registered homeschooled or private school student receiving supplemental coursework in public school, which are reported as shared time (program type 9). The district may count up to 1 hour per day per course taken, provided appropriately licensed teachers for the coursework taken, are available and accessible to the student during regular business hours on each school day to be claimed. Because this is online and/or hybrid instruction, attendance is based on check-ins with the student's appropriately licensed teacher(s) of record at least two times (on different days) during the school week.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Update procedures for district-owned devices to match cleaning requirements (see section 2d of the <i>Ready Schools, Safe Learners</i> guidance). <input checked="" type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	<ul style="list-style-type: none"> ● Provide 1:1 technology and plan for support and replacement ● Survey families in regards to the availability of technology and internet access. ● Continue Google Classroom work on-site to ensure a smooth transition to distance learning in the event that it is deemed necessary. ● Review technology policies and data privacy policies and update if needed.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Handwashing: All people on campus should be advised and encouraged to wash their hands frequently. <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. <input checked="" type="checkbox"/> Events: Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings	<ul style="list-style-type: none"> ● Handwashing: Provide age appropriate hand washing education and hand sanitizer when hand washing is not available. ● Equipment: All classroom supplies and equipment will be cleaned and sanitized before use by another student or cohort group. Provide all classrooms with disinfectant. ● Safety drills: Updated to ensure social distancing

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.

- Events: Virtual or planned in a way that ensures social distancing
- Transitions/Hallways: Directional traffic flow
- Classroom line up: Students stay in cohort groups; line up areas marked with visual cues to indicate physical distancing; students time released when appropriate to ensure social distancing.
- Personal Property: Send list home of allowable items. Personal items must be labeled. Lockers will not be issued.
- Restrooms: Cohort restroom schedules; several scheduled restroom cleaning times each day.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.</p> <p>☒ Create schedule(s) and communicate staggered arrival and/or dismissal times.</p> <p>☒ 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).</p> <p>☒ Develop sign-in/sign-out protocol to help facilitate contact tracing: <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. </p> <p>☒ Install hand sanitizer dispensers near all entry doors and other high-traffic areas.</p> <p>☒ Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.</p>	<ul style="list-style-type: none"> ● Arrival: Designated zones and staggered times for individual buses and self transport. ● Dismissal: Students will remain in their assigned cohorts; cohorts will be time released on a staggered schedule; upon release students will go directly to their bus or departure point from campus.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Seating: Rearrange student desks and other seat spaces to at least six feet apart; assign seating so students are in the same seat at all times.</p> <p>☒ 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.</p> <p>☒ Handwashing: Remind students through signage and regular reminders from staff of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of and hands washed or sanitized immediately. <ul style="list-style-type: none"> ● Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. </p>	<ul style="list-style-type: none"> ● Seating: Rearrange student desks and tables to at least six feet apart. Assign seating so students are in the same seat at all times. Utilize outside areas during nice weather. ● Materials: Limit sharing of supplies within classrooms when possible. Shared items will be cleaned frequently. Hand sanitizer and tissues will be available for use. ● Hand Washing: Students will wash hands before each meal and frequently throughout the day. ● Respiratory Etiquette: School staff will consistently teach and reinforce the need for ongoing respiratory etiquette. ● Furniture: All upholstered furniture and soft seating will be removed from school buildings. ● Classroom Procedures: Elementary students will have assigned cubbies and/or hooks for student belongings. Middle and High School students will carry personal belongings (update student handbook to allow backpacks in classrooms). All shared spaces will be cleaned between cohort use. ● Seating: Tape/labels will be used to indicate appropriate spacing and assigned seating areas. ● Environment: When possible, windows and doors will be open to circulate air. Classes will be held outside when possible.

2g. PLAYGROUNDS, FIELDS, RECESS, AND BREAKS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see</p>	<ul style="list-style-type: none"> ● Students will wash hand or use hand sanitizer before and after using playground equipment.

<p>Oregon Health Authority’s Specific Guidance for Outdoor Recreation Organizations).</p> <ul style="list-style-type: none"> ☒ Students must wash hands before and after using playground equipment. ☒ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect between sessions and between each group’s use. ☒ Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance). ☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements. ☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). ☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts. ☒ Clean all outdoor equipment between cohorts. 	<ul style="list-style-type: none"> ● Shared equipment will be minimized. <ul style="list-style-type: none"> ○ Scheduling will allow for appropriate sanitation time when sharing equipment is unavoidable ● Playground equipment will be sanitized between cohorts. ● K-2 will cohort together for lunch and recess <ul style="list-style-type: none"> ○ 9:50-10:05 morning recess (IA’s clean equipment after recess) ● 3-5 will cohort together for lunch and recess <ul style="list-style-type: none"> ○ 10:15-10:30 morning recess (IA’s clean equipment after recess) ● 6-8 will cohort together for lunch and recess ● 9-12 will cohort together for lunch
--	--

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Include meal services/nutrition staff in planning for school reentry. ☒ Staff serving meals must wear face shields or face covering (see section 1h of the Ready Schools, Safe Learners guidance). ☒ Students must wash hands 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. 	<ul style="list-style-type: none"> ● TBD per schedule, similar to recess schedule ● Breakfast will be served in the classroom immediately after visual screening and student handwashing. ● Install possible pvc pipe handwashing station outside of the cafeteria ● Students will wash hands or use hand sanitizer before meals, and will be encourage to do so after.

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service. ☒ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the Ready Schools, Safe Learners guidance). ☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. <ul style="list-style-type: none"> ● If a student displays symptoms, provide a face shield or face covering and keep student at least six feet away from others. Continue transporting the student. <ul style="list-style-type: none"> ○ If arriving at school, notify staff to begin isolation measures. ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. ☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. ☒ Drivers wear face shields or face coverings. ☒ 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). 	<ul style="list-style-type: none"> ● Transportation contractor (First Student) will comply with OHA/ODE Requirements and PSD BluePrint. Meeting scheduled to discuss requirements.

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 	<ul style="list-style-type: none"> ● All frequently touched surfaces and shared objects will be cleaned between uses by different cohorts.

<p>fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings, restrooms, and playgrounds.</p> <p><input checked="" type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.</p> <p><input checked="" type="checkbox"/> Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. Do <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.</p> <p><input checked="" type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.</p> <p><input checked="" type="checkbox"/> 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).</p> <p><input checked="" type="checkbox"/> 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>	<ul style="list-style-type: none"> ● Each classroom will be supplied with cleaning, sanitizing, and disinfecting products. ● Scheduled sanitizing times throughout the day. ● Keep windows and doors open as appropriate to promote circulation. ● Member of custodial or maintenance staff on site at all times throughout the day. ● Meetings as needed with staff regarding cleaning requirements.
--	--

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><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.</p> <p><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; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).</p>	<ul style="list-style-type: none"> ● Partner with RCH, Margay Garrity on implementing requirements



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.</p> <p><input checked="" type="checkbox"/> Establish a specific emergency response framework with key stakeholders.</p> <p><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>	<ul style="list-style-type: none"> ● Establish a specific emergency response framework with key stakeholders. ● Coordinate communication with the LPHA. <ul style="list-style-type: none"> ○ If the region is impacted LPHA will provide school-centered communication. ● Establish a District Safety Team with defined member roles and contact information. ● Identify baseline absentee rates in order to determine if rates increase. ● Keep tracking logs to record the symptoms of students and staff who become ill. ● Notify the LPHA of illnesses in which COVID-19 symptoms are present, cluster illnesses, and confirmed COVID-19 cases. ● Keep the school community updated and informed.

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. <input checked="" type="checkbox"/> Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students. <input checked="" type="checkbox"/> When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district. <input checked="" type="checkbox"/> Modify, postpone, or cancel large school events as coordinated with the LPHA. <input checked="" type="checkbox"/> If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students. <input checked="" type="checkbox"/> Continue to provide meals for students. <input checked="" type="checkbox"/> Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families. 	<ul style="list-style-type: none"> • Develop a response team and assign responsibilities. • Follow the District CDMP and adhere to LPHA communication and response protocols. • Follow LPHA direction regarding: <ul style="list-style-type: none"> ○ Communication with school families ○ Potential exposure notifications ○ Temporary student exclusions ○ Temporary school or cohort exclusions ○ Modification or cancellation of school events ○ School closure • In the event of a school closure: <ul style="list-style-type: none"> ○ Short term closure (4 weeks or less)-initiate short-term Distance Learning and continued food service. ○ Long term closure (longer than 4 weeks)-provide comprehensive Distance Learning and continued food service.

e3c. 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. 	<ul style="list-style-type: none"> • Follow LPHA guidance regarding the return of students and staff for on-site instruction. <ul style="list-style-type: none"> ○ Consult with LPHA for guidance on cleaning, sanitizing, and disinfecting. • Update instruction model if necessary to support safe return of students. • Keep the school community updated and informed.



ASSURANCES

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

Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section.

This section does not apply to private schools.

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



4. Equity



5. Instruction



6. Family and Community Engagement



7. Mental, Social, and Emotional Health



8. Staffing and Personnel

Assurance Compliance and Timeline

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

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