River's Edge Academy Charter School (REACH)

ROGUE RIVER SCHOOL DISTRICT

OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Under ODE's **Ready Schools, Safe Learners** guidance, each school[1] has been directed to submit a plan to the district[2] in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the **Ready Schools, Safe Learners** guidance document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,[3] parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1.	Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	River's Edge Academy Charter School (REACH)
Key Contact Person for this Plan	Cecile Enright, Executive Director
Phone Number of this Person	541-299-0299
Email Address of this Person	cecile.enright@reach-school.org
Sectors and position titles of those who informed the plan	Classified, certified, parents, local health authorities and RRSD leaders.
Local public health office(s) or officers(s)	Jackson County Health and Human Services. Josephine County Health and Human Services, Oregon Health Authority-Ashland
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Cecile Enright
Intended Effective Dates for this Plan	August 11, 2020-June 30 2021
ESD Region	Southern Oregon

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.

> Worked directly with staff for feedback and thoughts on plans. Contacted parents from elementary, middle and high school. Stay up to date with recommendations from HHS. Survey distributed to all families to gather input on needs. Follow-up calls made to families interested in a fully distance learning options.

3.   Indicate which instructional model will be used. This does not apply if you are an online school or virtual public charter school and had a virtual online instructional model already in place pre-COVID-19.

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 3-14 in the initial template) and submit online. (https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

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

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.
River's Edge Academy Charter School (REACH) offers a home-based (hybrid) learning model, once it is safe to do so and allowed by the Health and Safety Metric we will return to our model. We recognize that some families do not feel comfortable having their children participate in On-Site Learning at this time. In an effort to accommodate the needs of all families, REACH will be providing families with the opportunity to participate in Comprehensive Distance Learning throughout the 2020-2021 school year.

REACH staff have reviewed the Oregon Department of Education Comprehensive Distance Learning Guidance and attest that all requirements will be met.

Once it is safe to do so and allowed by the Health and Safety Metric we will return to our model of home-based (hybrid) learning.

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

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

1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Implement measures to limit the spreads of COVID-19 within the school setting.	Student desks will each be at least six feet apart. All students will be required to wear face coverings. Cohort groups will be established and maintained. At the return of school in the Fall all staff will be trained in sections 1-3 of the Ready Schools, Safe Learners guidance, as well as this form. This also includes procedures in place for contacting local public health authorities if the need arises. The Principal will be the designee to implement and enforce physical distancing. The written Communicable Disease Management Plan has been completed at the district level to include and specifically address the prevention of the spread of COVID-19. Additionally, all recommendations provided by the LPHA will be implemented in a timely manner.
☐ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.	
☐ Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.	
☐ Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.	A cleaning schedule has been created to systematically disinfect classrooms, offices, bathrooms, and activity areas and other areas where individuals may touch surfaces. This includes a thorough cleaning at the beginning and end of each school day.
☐ 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.	
☐ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff.	There will be two points of entry into the school, to help with the maintenance of proper cohorts. Each entry will have an adult meeting anyone entering and asking health questions and screening students, staff, and essential workers for COVID symptoms before admission into the building
☐ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.	
☐ Process to report to the LPHA any cluster of any illness among staff or students.	Any ill or exposed persons will be isolated in the back office area where a sick bed will be set up.

☐ Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner.

☐ Protocol for screening students and staff for symptoms (see section 1f of the *Ready Schools, Safe Learners* guidance).

☐ Protocol to isolate any ill or exposed persons from physical contact with others.

☐ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the *Ready Schools, Safe Learners* guidance).

☐ 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.

· 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.

☐ Required components of individual daily student/cohort logs include:

· 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

☐ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.

In the event that any person is determined to potentially have been exposed, the LPHA and RR District Office will be immediately notified as well as the school community and stakeholders.

Daily cohort logs will be maintained. These logs will list student name, date and drop off/pick up time,parent/guardian name and emergency contact information, and which cohort area they are assigned. All staff names and phone numbers (and other contact information) who interact with a stable cohort or individual student are included. Daily cohort logs are available to LPHA and are available for contact tracing for at least 4 weeks. Students not part of a stable cohort will have an individual daily log.

Staff names and contact information will be included within the proper cohort group they work with.

In the event of a confirmed diagnosed case, REACH will contact the local health authority about cleaning all areas, or possible closure, and response to prevent potential outbreaks.

☐ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19. ☐ Protocol to respond to potential outbreaks (see section 3 of the ***Ready Schools, Safe Learners*** guidance).	

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. **Medically Fragile, Complex and Nursing-Dependent Student Requirements**	Students identified as high-risk will receive instruction commensurate with their risk factor(s). All staff and students given the opportunity to self-identify as vulnerable or living with a vulnerable family member. Staff: - Plan includes bus drivers, classified, and limited teachers self-identifying. ● Redeployed staff members assigned to on-line instructional support, work tasks without in-person contact, (i.e., maintenance projects, office work), or leave options. Students:

☐ 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.

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.

All students with existing or new medical conditions will have a plan in place to determine the least restrictive environment. This may include priority placement, distance learning or a

☐ 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:	hybrid model. SOESD is our point of contact for nursing services.
· Communicate with parents and health care providers to determine return to school status and current needs of the student.	Students who have health conditions that require additional nursing, such as medically complex, medically fragile, or nursing-dependent will be treated on a case-by-case basis for the purpose of establishing and implementing direct instruction.
· 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.	School staff and administrators will partner with school health providers in interdisciplinary teams to address and respond to individual student needs. This includes communicating with parents, coordinating other health services as needed, modify Health Management Plans, consider health, safety, and legal standards, work with the interdisciplinary team to meet requirements of ADA and FAPE, and determine if high-risk individuals meet the requirement for exclusion during a local health crisis.
· Refer to updated state and national guidance and resources such as: o US Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020. o ODE guidance updates for Special Education. Example from March 11, 2020. o OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education'.	

o OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.	Interdisciplinary teams will refer to appropriate updates state and national guidance resources as a reference for decision-making, such as: USDE Supplemental Fact Sheet:Addressing the Risk of COVID-19 in Preschool

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation.	REACH's building site plan has been evaluated space by space to determine proper distancing and capacity. Existing furniture will be moved or stored to create needed space. The goal is to provide a minimum of 35 square feet per person, including instructors.
☐ Support physical distancing in all daily activities and instruction, striving to maintain at least six feet between individuals.	Students and staff will stay within their area and cohort space given a personal distance of 6 feet from others. During transition times, each cohort will go separately to maintain proper distancing.
☐ 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.	Floors will be designated with clearly defined boundaries.
☐ 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).	Schedules have been modified to alter lunch and recess times. This will help maintain cohort fidelity and proper distancing.
☐ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.	A schedule will be created based on needs of high risk students, those without internet access and parents working out of the home as top priority.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. · The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.	Stable cohorts will be based on the available space for each area. Once assigned to a cohort area, students will stay in that area. Each area has its own access to the building, eliminating the need to all go out one common door

☐ Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the **Ready Schools, Safe Learners** guidance).	Daily in and out logs have been established.
☐ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.	Bathrooms will be assigned to the cohorts based on their location.
☐ 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.	The cleaning and wiping of touch surfaces will be completed between student uses. Deeper more complete cleanings will happen at the beginning, lunch and end of day.
☐ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	Cohorts are designed to maintain access to general education, grade level learning standards and peers.
	If staff need to interact between cohorts, masks will be used and hand sanitizer before and after the interaction.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Develop a letter or communication to staff to be shared at the start of on-site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. · Consider sharing school protocols themselves.	A letter outlining the instructional model, the rationale and vision behind it and specific infection control measures will be shared with all families in their native language through print and electronically when available. Additional communication regarding protocols will be shared with families and staff in August prior to the start of on-site instruction.
☐ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. · Consult with your LPHA on what meets the definition of "close contact."	Updated communication will be shared with all families at least monthly or as updatedCOVID-19 information is available throughout the school year. All information will be in languages and formats accessible to the school community.
☐ 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.	

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan

☐ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms. COVID-19 symptoms are as follows:
 	
·   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.
 	
·   Emergency signs that require immediate medical attention:
      o   Trouble breathing
      o   Persistent pain or pressure in the chest
      o   New confusion or inability to awaken
      o   Bluish lips or face
      o   Other severe symptoms
	All families will be informed before the school year begins of the school protocols, and the need to inform the school in the event a family member develops COVID-19 symptoms. Students and staff are directed to stay at home if they, or anyone in their homes or community living spaces, have COVID-19syptoms. It will then be determined how to best inform the rest of the school community while still maintaining student and family dignity and rights.

☐ 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.	As students or family enter the building, they will have been instructed to wait at the main door until a staff member can go through a COVID -19 screening. If determined that the person displays or reports symptoms consistent to COVID-19, they will not be allowed into the school. Students will be sent home.
· 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.	After 72 hours, school staff will reach out to the family to determine the health and well being of the family.
☐ 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.	The LPHA will be asked for advice on restricting from school any student or staff known to have been exposed to COVID-19 within the preceding 14 calendar days. This includes staff or students with a chronic cough that has worsened or is not controlled with medication.
☐ 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.	Each person entering the school will immediately use hand sanitizers available at each door.

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Restrict non-essential visitors. Only allow visitors if six feet of physical distance between all people can be maintained. ☐ Visitors must wash or sanitize their hands upon entry and exit.	Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Some volunteers/visitors may be determined as essential by administration. Adults in schools are limited to essential personnel only as determined by administration

☐ Visitors must wear face coverings in accordance with local public health authority and CDC guidelines.	Essential visitors/volunteers must wash or sanitize their hands upon entry and exit and maintain other restrictions such as a 6 feet of social distance and face coverings.
☐ 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.	Visitors/volunteers 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
☐ Face coverings or face shields for: · Staff who are regularly within six feet of students and/or staff o This can include staff who support personal care, feeding, or instruction requiring direct physical contact. o 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: · Speech Language Pathologists, Speech Language Pathology Assistants, or other adults providing articulation therapy. · Front office staff.	 Face covering: A cloth, paper, or disposable face covering that covers the nose and the mouth; may or may not be medical grade. Face shield: A clear plastic shield that covers the forehead, extends below the chin, and wraps around the sides of the face. Clear plastic barriers: A clear plastic or solid surface that can be cleaned and sanitized often. Facial Shields Facial shields are required and will be provided for: Bus driver Plexi or face shield ● Speech Language Pathologist ● Front office staff Facial Coverings Facial coverings are not synonymous with facemasks. Facial coverings are required and will be provided for: ● Child Nutrition Program staff ● LifeSkills Staff ● Any staff within 6 feet of students Facial coverings are required for: ● Staff that move among cohorts Facial coverings are recommended for: ● All staff ● Itinerant staff Facial covering are NOT recommended for: ● Children

☐ 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.	under the age of 12; ● Children of any age should not wear a face covering: If they have a medical condition that makes it difficult for them to breathe with a face covering; ●If they experience a disability that prevents them from wearing a face covering; ● They are unable to remove the face covering independently; or ● While sleeping. ● Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.
☐ **Students who choose not to wear face coverings must be provided access to instruction.**	Non-conforming students will be provided instruction in area(s) where a face covering is not required.
☐ **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.	Staff members with an accommodation that prevents usage of a face covering will be limited to activities that eliminate or minimize their exposure to students and other staff.

1i. ISOLATION MEASURES

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Protocols for surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.	Student and staff identification will occur throughout the day including arrival and departure. Isolation will be in the back office area of the school.

Parents of a suspected ill student will be immediately notified by phone, with instructions to come and pick up their child.

REACH will direct students and staff to stay home if they, or anyone in their homes or community living spaces have COVID-19 symptoms. Upon arrival/departure from school every day, all students and staff will be screened in the entry area before entering school for COVID-19 symptoms This will be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health. |
| ☐ 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.

·   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. | When feasible, stable cohorts will remain in their assigned classroom. Classrooms will have a minimum of 35 square feet of usable space per person including the teacher.

Working with school health professionals, modifications to the physical space to reduce the risk of disease |

☐ 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.	transmission,, including locations for students who need medication or routine treatment or who show signs of illness Any staff member or student who develops symptoms will be isolated in the specially designated isolation area and will be under continual staff supervision until they have safe transportation to their home.
☐ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.	In the event a staff member becomes ill, the family will be notified and ask to come and pick up the adult. In the event that no one is available to transport the individual, RRSD Office will be notified and transportation will be made available.
☐ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. · Symptomatic staff or students should 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. o 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 of fever reducing medicine, and other symptoms are improving.	REACH will direct students and staff to stay home if they, or anyone in their homes or community living space, have COVID-19 symptoms. Staff or students who become ill at school will be sent home. All staff and students that report an illness will need to stay home. If the symptoms warrant, encouragement of a COVID-19 test will be mentioned. If there is a positive test result, they will stay home for the required time. Staff will stay in contact with the family to offer support and guidance. Students or staff who test positive for COVD-19 will 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. 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.
☐ 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).	If staff or students have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), or if they do not undergo COVID-19 testing, they should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
☐ Record and monitor the students and staff being isolated or sent home for the LPHA review.	

REACH will annotate, monitor, and maintain written records of the students and staff being isolated or sent home for the LPHA review.

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2. Facilities and School Operations

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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).

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2a. ENROLLMENT

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OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Enroll all students following the standard Oregon Department of Education guidelines.	All past students will re-enroll starting August 7th. Any transfer or new students will enroll at that time. Students will not be

☐ Do not disenroll students for non-attendance if they meet the following conditions: · 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.	disenrolled for non-attendance if they are identified as part of a high-risk or vulnerable population or have COVID-19 symptoms. All students will fill out a health questionnaire before being allowed to learn on campus.
☐ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.	Attendance policies are already in place for REACH. REACH has been, and will maintain their hybrid status with attendance policies already in place.

2b. ATTENDANCE

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ **On-Site school students**: Full-time and part-time students follow normal reporting policy and procedures.	REACH will utilize existing reporting procedures for full and part-time students.

☐ **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.

· 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 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

Protocols for "check-ins" are well established at REACH. Systems are in place for the documentation of two, two-way communications between staff and students.

REACH maintains the two-way, twice a week check in.

Students who do not attend in-person because of personal or family health concerns will be contacted and accounted for within the existing attendance policy.

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
☐ Update procedures for district-owned devices to match cleaning requirements (see section 2d of the *Ready Schools, Safe Learners* guidance). ☐ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	All Chromebooks will be returned to REACH before the end of the school year. This may include some students keeping their devices until the end of June for Extended School Experience. Each Chromebook and other forms of technology will be inventoried both during check-in and check-out. All machines will be updated and thoroughly cleaned before redeployment. The checkout and return of all equipment will adhere to safe-distancing and other COVID-19 precautions.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ **Handwashing:** All people on campus should be advised and encouraged to wash their hands frequently. ☐ **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.	● **Handwashing: All sink areas will have supplies of soap.** ● **Equipment: Disinfecting wipes will be used on all touch surfaces.**

☐ **Events:** Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.	● **Events: No events are planned until December. As we approach that event, a critical eye will be cast to determine the process.**
☐ **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.	● **Transitions/Hallways: All exterior doors will be used to aid in the proper entrance/exit to eliminate passing. Bathrooms will be available to the closest cohort group**
☐ **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.	● **Personal Property**: Upon entering, all personal property will be labelled. Students will be encouraged to bring as little to school as possible.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.	Square footage will be clearly defined. Cohorts will be maintained, and cleaned throughout the day. Students will know which door to use based on their cohort.
☐ Create schedule(s) and communicate staggered arrival and/or dismissal times.	Drop off and pick up times and schedules will be staggered and coordinated with parents so that social distancing and student safety may be maintained.
☐ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the *Ready Schools, Safe Learners* guidance).	Each stable cohort will know which entrance to use. An adult will be at each entrance to conduct visual screenings and ask health questions.
☐ Develop sign-in/sign-out protocol to help facilitate contact tracing: · 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.	Digital check in and out procedures have already been established at REACH.
☐ Install hand sanitizer dispensers near all entry doors and other high-traffic areas.	Hand sanitizers are available at every entrance and at check-in/out station.

☐ Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.	Signs outside the building will communicate procedures in place to promote social distancing and for caregivers to not linger.

<div align="center">

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

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OHA/ODE Requirements	Hybrid/Onsite Plan
☐ **Seating:** Rearrange student desks and other seat spaces to at least six feet apart; assign seating so students are in the same seat at all times.	● Seating: Student work areas will be clearly defined. This includes individual desks, and floor areas. Student desks and other seating areas will be arranged so they are at least 6 feet apart while maintaining 35 feet per person.
☐ **Materials:** Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.	● Materials: Each student has their own chromebook and access to small whiteboards and homework journals. No community supplies exist. Students will not be sharing supplies or materials of instruction.
☐ **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. · Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	Signage, staff reminders and modeling will stress the importance of proper hand hygiene and respiratory etiquette. Along with hand sanitizer, students will be required to wash hands upon re-entry of the building, and before eating of meals or snacks. Students will learn to wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer.

2g. PLAYGROUNDS, FIELDS, RECESS, AND BREAKS

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations).	We do not have a playground.
☐ Students must wash hands before and after using playground equipment.	After outdoor breaks, students and staff will be required to wash hands.
☐ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect between sessions and between each group's use.	Any playground materials, playground balls, basketballs, baseballs, will belong to a stable cohort. They will be wiped down after each

☐ Cleaning requirements must be maintained (see section 2j of the *Ready Schools, Safe Learners* guidance).	use as described in (see section 2j of the *Ready Schools, Safe Learners* guidance).
☐ Maintain physical distancing requirements, stable cohorts, and square footage requirements.	Recess and other activities are designed to maintain social distancing and stable cohorts other safety requirements.
☐ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).	Signage is in place that identifies stable cohort supplies and equipment and restricts student access as needed.
☐ Design recess activities that allow for physical distancing and maintenance of stable cohorts.	
☐ Clean all outdoor equipment between cohorts.	

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Include meal services/nutrition staff in planning for school reentry. ☐ Staff serving meals must wear face shields or face covering (see section 1h of the *Ready Schools, Safe Learners* guidance).	Staff serving meals must wear face shields or face covering (see section 1h of the *Ready Schools, Safe Learners* guidance). Meal service staff will assist in planning for school reentry.
☐ Students must wash hands before meals and should be encouraged to do so after.	Students will wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer before and after meals or snacks..
☐ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed.	The meal serving staff will oversee the daily cleaning of classrooms where food is served and all meal touch-points before and after each meal.
☐ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.	
☐ Adequate cleaning of tables between meal periods.	

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Include transportation departments (and associated contracted providers, if used) in planning for return to service.	Work with the transportation department to develop district level routes, training, and updates.
☐ 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).	● Bus procedures will be adjusted to support physical distancing, Student seating will be arranged to create as much physical distancing as possible. Six feet of physical distance between the driver and passengers (except during boarding and in assisting those with mobility devices) will be encouraged.
	All bus drivers will keep daily student logs (See Section 1a) ● All drivers will wear face coverings
☐ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. · 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. o If arriving at school, notify staff to begin isolation measures. o If transporting for dismissal and the student displays an onset of symptoms, notify the school.	● Busses will be cleaned and wiped down between each route daily. ● If a student displays symptoms, provide a face shield or face covering and keep the student at least 6 feet away from others. Continue transporting the student. If arriving at school, notify staff to begin isolation measures. If transporting for dismissal and the student displays an onset of symptoms, notify the school. ● School team will consult with families of students who will need additional support on the bus. (This may include an additional staff member riding the bus with students).
☐ 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).	SEARCH regularly sends letters and emails to parents informing them of bus safety procedures and practical changes to transportation services before school starts.

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan

☐ Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings, restrooms, and playgrounds.	All frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) will be cleaned between uses at least 3 times per day. Door handles, desks, and tables will be cleaned between cohort groups. Ventilation systems will be checked and maintained monthly by maintenance staff.
☐ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.	
☐ 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.	
☐ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.	
☐ Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces).	
☐ Air circulation and filtration are helpful factors in reducing airborne viruses. Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance).	

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ 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.	SEARCH maintains school-wide prevention-oriented health services posture for all students at all times. The back office area of REACH is being converted over to a sick room with services for students with

☐	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).	special health care needs. This will be used to isolate a student waiting for transportation to home.

Front office personnel will work directly with the principal and DO staff to determine and enforce priorities. |
| ☐ | Prioritize immunizations and other needed health services for students, including behavioral health and reproductive health services. | Front office secretaries will keep immunizations a priority. |

3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.

☐ Establish a specific emergency response framework with key stakeholders.

☐ 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). | LPHA will collaborate with district/school to create communication protocols for staff, families and community members. If the region is impacted, Local Public Health Authority will provide school-centered communication and will potentially host conference calls.
 · Districts/Schools will identify baseline absentee rates/staff absence rates by school in order to determine if rates have increased by 10% or more at any given time or if the total number of absences in the school has increased to 25% of staff and/or students.
 · Implement a system to notify SOESD Nurse/District Nurse when rates reach absenteeism threshold or 25% of students and/or staff are absent. |

Likewise, the LPHA will impose restrictions on contacts.	· SOESD Nurse/District Nurse/Other Staff will review data from Influenza like Tracking Log/other Tracking Log completed by schools, evaluate illness symptoms for staff and student absenteeism, and notify LPHA if Covid-19 symptoms are present, if there is a common set of symptoms relating to increased absenteeism, or if there are any confirmed Covid-19 cases among students or staff.
	· SOESD Nurse/District Nurse/Other Staff will notify Principal(s) and Superintendent/District Administrator of findings.
	· SOESD Nurse/District Nurse/Other Staff, Superintendent/District Administrator, and Principal(s) will collaborate with LPHA and follow their direction to determine next steps which may include:
	     o Parent/guardian communications
	     o Potential exposure notifications
	     o Temporary student exclusions
	     o Temporary school or cohort exclusions
	     o Modification or cancellation of school events
	
	School closure. Current plan outlines a process for reporting any suspected or confirmed cases of novel viruses to the district nurse. A district response team will review identified cases and follow an established emergency response framework.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Follow the district's or school's outbreak response protocol. Coordinate with the LPHA for any outbreak response. ☐ 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. ☐ Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students. ☐ When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district. ☐ Modify, postpone, or cancel large school events as coordinated with the LPHA.	· Adhere to the communication and response protocols collaboratively developed by the district and the LPHA. · Identify baseline absentee rates to determine if rates have increased by 10% or more at any given time or total absences are 25% or more of staff and/or students. · Temporarily dismiss students attending childcare facilities, k12 schools.

☐ If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students.	· Modify, postpone, or cancel large school events as coordinated with LPHA.
	· Work with LPHA and identified response team (link to list from team above) to communicate with staff, students and families.
☐ Continue to provide meals for students.	· When novel viruses are identified in the school setting, and the incidence is low, the local health department will provide a direct report to the SOESD Nurse/District Nurse/Other Staff on the diagnosed case. Likewise, the LPHA will impose restrictions on contacts.
☐ Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families.	· Follow District Communicable Disease Plan and collaborate with LPHA.
	· In the event of a short-term closure (4 weeks or less), the district will initiate short-term Comprehensive Distance Learning and continued food services.
	· If the closure is longer than 4 weeks, the district will move into providing ongoing Comprehensive Distance Learning and continued food services.
	· Student Services Director, and collaborate with LPHA, providing contact and/or cohort log sheets, attendance information, and potential contact information to LPHA. District and LPHA will The District Lead Team with the SOESD Nurse/District Nurse/Other Staff and LPHA will convene to develop clear communication regarding the criteria which must be met in order for on-site instruction to resume.

	For Suspected or Known Individual or Family Covid-19 Cases:
	· SOESD Nurse/District Nurse/Other Staff will be immediately notified by school or via LPHA.
	· If notified by school, SOESD Nurse/District Nurse/Other Staff will contact family and health care provider, if appropriate, to gather data and contact LPHA
	o SOESD Nurse/District Nurse/Other Staff will report to LPHA any cluster of illness (2 or more people with similar illness) among staff or students
	
	· If notified by LPHA, District Nurse/Other Health Staff will notify Site Administrator and collaborate to determine next steps as listed above including:
	
	    o Determination if exposures have occurred
	    o Cleaning and disinfection guidance
	    o Possible classroom or program closure
	· Every effort will be made to maintain student confidentiality.
	
	For Regional Impact

	District Safety Team inclusive of SOESD Nurse/District Nurse, Superintendent/District Administrator and Principal(s) will collaborate with LPHA to determine and address any steps needed under the direction of the LPHA.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Plan instructional models that support all learners in Comprehensive Distance Learning.	· Adhere to the communication and response protocols collaboratively developed by the district and the LPHA.
☐ 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.	· In the event of a short-term closure (4 weeks or less), the district will initiate short-term Comprehensive Distance Learning and continued food services. · If the closure is longer than 4 weeks, the district will move into providing ongoing Comprehensive Distance Learning and continued food services.
☐ Communicate with families about options and efforts to support returning to On-Site instruction.	
☐ Follow the LPHA guidance to begin bringing students back into On-Site instruction. · Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.	· If in a collaborative conversation between LPHA and the district a school closure is advised by the LPHA, the district will make the final decision and a consultation will occur between legal, union, and district administration to ensure processes are consistent with legal preparedness processes. · In collaboration between the district, school and LPHA, the return of students and staff for on- site instruction will be discussed and determined. · District will communicate with families about options and efforts to support returning to on-site or hybrid learning and share estimated timeline for re-opening. Consult with LPHA for guidance on cleaning, sanitizing and disinfecting surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transportation vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds before re-opening.

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 *Include how/why the school is currently unable to meet them*

[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.

READY SCHOOLS, SAFE LEARNERS – PUBLIC HEALTH AND SCHOOL REENTRY DECISION TOOL

OREGON DEPARTMENT OF EDUCATION — *Oregon achieves... together!*

The purpose of this tool is to assist educational leaders in planning essential reentry steps to protect the health and safety of students, staff, and families. Use this tool when choosing an instructional model and determining readiness to welcome staff and students back into the building.

Oregon Health Authority

Should school operate with an On-site or Hybrid instructional model for the 2020-21 school year?
- ✓ Will school be able to meet the requirements for health and safety outlined for Public Health Protocols (section 1), Facilities and School Operations (section 2) and Response to Outbreak (section 3) in *Ready Schools, Safe Learners*?

IF YES →

Has district/school engaged in planning and developed an Operational Blueprint for Reentry?
- ✓ Has school completed the Operational Blueprint for Reentry?
- ✓ Has school submitted the blueprint to local school board and posted it on school and district website?
- ✓ Does district have a written Communicable Disease Management Plan for COVID-19?

ALL YES →

Is school ready to welcome staff and students in the building?
- ✓ Are school's safety procedures and monitoring protocols fully in place and ready to be implemented?
- ✓ Has school provided necessary public health training to staff?
- ✓ Has school communicated final plan to families?

ALL YES →

OPEN AND MONITOR

See additional guidance in the event of an outbreak.

IF NO ↓
COMPREHENSIVE DISTANCE LEARNING MODEL

ANY NO ↓
MEET REQUIREMENTS FIRST

ANY NO ↓
MEET REQUIREMENTS FIRST