



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Reedsport School District

Blueprint Framework Updated 8/13/2020

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Reedsport SD
Key Contact Person for this Plan	Jon Zwemke
Phone Number of this Person	(541) 271-3656
Email Address of this Person	jzwemke@reedsport.k12.or.us
Sectors and position titles of those who informed the plan	Local District Team Members: District Head Custodian - Dan Drennon; Lewis Transportation - Don Kessler; Highland Principal - Amanda O'Brien; Highland Licensed - Dan Smith, Katie Corcoran, Jennifer Wright, Stacey Schaffer; Highland Classified - Amber Foster, Delana Corcoran, Viki Harlon; RCCS Principal - Jerry Uhling; RCCS Licensed - Ron Frakes, Susie Chaney, Community Partners: Douglas Public Health Network, Executive Director, Robert Dannenhoffer; Cow Creek Band of Umpqua Indian Tribes, Education Department - Sandy Henry;

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.

	Douglas ESD, Deputy Superintendent of Special Education, Bryan Hinson; Douglas ESD, School Nurses, Barbara Hofford, Douglas ESD Reopening Advisors - Debbie Price and Jeneen Hartley, South Coast ESD Superintendent - Tenneal Weatherall
Local public health office(s) or officers(s)	Douglas Public Health Network, Executive Director, Robert Dannenhoffer; Kathy Cooley kathy.cooley@chw.coos.or.us
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Jon Zwemke
Intended Effective Dates for this Plan	August 15, 2020 - June 30, 2021
ESD Region	South Coast 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.

The ESD convened a workgroup to help construct a framework for the district's blueprint. The members of this workgroup included local school district staff, the Douglas Public Health Network representatives, an educational representative from Cow Creek Band of Local Umpqua Indian Tribes, Deputy Superintendent of Special Education for Douglas ESD.

3. Indicate which instructional model will be used.

Select One: *HYBRID LEARNING*

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

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<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 COVID numbers are dictating at this time that all students will start online. If the numbers reach a level for both state and county levels we will then move into our Hybrid model.

Describe how your school's model aligns to the Comprehensive Distance Learning Guidance. In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

We have followed all guidelines sent out by the state to date and will update following the August 11th update. We will have inservice trainings for staff prior to the start of school outlining the increased expectations of the state through their CDL guidelines.

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

When the state and county numbers dictate that we may utilize our Hybrid model we will initiate a communication to our community of the expected date of return Reedsports School District school buildings.

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
1. Implement measures to limit the spreads of COVID-19 within the school setting.	1. The Reedsport School District follows the published Communicable Disease Guidelines from the Oregon Department of Education and the Oregon Health Authority.
2. Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.	

3. Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with the **Ready Schools, Safe Learners** guidance and other guidance from OHA.
 4. 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.
 5. Process and procedures established to train all staff in sections 1 - 3 of the **Ready Schools, Safe Learners** guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.
 6. Protocol to notify the local public health authority ([LPHA Directory by County](#)) of any confirmed COVID-19 cases among students or staff.
 7. Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.
 8. Process to report to the LPHA any cluster of any illness among staff or students.
 9. Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner.
-
- 10 Protocol for screening students and staff for symptoms (see section 1f of the **Ready Schools, Safe Learners** guidance).
 - 11 Protocol to isolate any ill or exposed persons from physical contact with others.

2. The Reedsport School District also follows School Board Policies GBEB
3. Jon Zwemke
4. **Local Health Experts & Partners**
 - a. **LPHA:** Dr. Bob Dannenhoffer
bob@DouglasPublicHealthNetwork.org
 - b. **Douglas ESD School Nurses:**
 - i. Barb Hofford RN
barb.hofford@douglasesd.k12.or.us
 - ii. Marcella Post RN
marcella.post@douglasesd.k12.or.us
 - iii. Anita Ogden RN
anita.ogden@douglasesd.k12.or.us
 - iv. Meg Steele RN
meg.steele@scesd.k12.or.us
5. **Link to slide deck for training -**
6. LPHA will establish a contact for county school districts.
 - a. Dr. Bob Dannenhoffer
bob@DouglasPublicHealthNetwork.org will be contacted if a student is a confirmed COVID-19 case. LPHA will notify school of confirmed cases in schools.
7. Per LPHA, normal cleaning routines of daily surface disinfection will be adequate for disinfections procedures with increased frequency. [Follow current CDC recommendations](#)
8. At time of writing, the reporting rules pending, presumably when a student(s) test positive the school will be notified and the family will be encouraged to quarantine through LPHA. Clusters of 2 or more will be reported to LPHA contact. There is a LPHA protocol already and this information will be shared.
9. Cohort tracking logs will be shared with LPHA contact requested or of potential cases.
10. Eyes on, visual screening--Is this something that is different than normal for this child/person?
 - a. Recommended best effort is spent teaching families how to recognize and not send students to school sick. Emphasis on the responsibilities of the families. (Don't travel and wear a mask.)
 - b. Symptoms of note
 - i. Chills
 - ii. Fever (coloring of cheeks/skin)
 - iii. Cough
 - iv. Shortness of breath/difficulty breathing
 - v. Congestion/runny nose
 - vi. Nausea/vomiting
 - vii. Diarrhea
 - c. Screening logistics
 - i. Bus
 1. Train bus driver or have IA present for screening
 2. Siblings sit together
 - ii. Upon arrival at school
 1. Line protocols--6 ft distance
 - iii. Staff--self report & log upon arrival at designated entry points. (Idea to have staff do it from computer or phone--Google or Alma?)
 - iv. Document & log
 - d. Staff will check in each day to verify no contact and no symptoms. Staff will not report and communicate with supervisors if displaying symptoms or has had contact with a potential case.

Commented [1]: On its way from Dr. Dannenhoffer

12 Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the Ready Schools, Safe Learners guidance).	11. Ill or exposed students will be removed to a Health and Wellness room on campus and monitored with PPE in place. Health and Wellness Room will be safe and private. Staff who are ill or exposed will leave campus immediately and/or self-report and communicate with supervisor(s) and not report to work until appropriate. a. Cleaning protocols for when the space is vacated and put back into all-school rotation. i. Ideas based on school space 1. Have a sign that denotes an isolation space to use as needed. Opposite side to note space is closed for cleaning. 2. Ideal is a separate space where door can be closed. 3. Accordion dividers to isolate a section of available space within the school. ii. Synergized learning allows for families to more easily choose to stay home while maintaining learning momentum.
13 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.	12. Any district cases will be reported as Douglas County Cases in the daily update. All cohort members/families will be notified that their cohort had a potential COVID-19 case. District is also considering regular, equitable communication with parents with updates through the regular communication channels to keep communication normalized, reducing panic and to keep parents informed.
14 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	13. District will utilize a cohort tracking log with required components. Per LPHA, logs are not needed by LPHA unless there is an outbreak. Logs need to be ready immediately and shared with LPHA if an outbreak is reported. Logs will allow LPHA to trace who the COVID patient was in contact with.
15 Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.	14. See section 1a.13
16 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.	15. See section 1a.13
17 Protocol to respond to potential outbreaks (see section 3 of the Ready Schools, Safe Learners guidance).	16.
	17. There is a LPHA protocol already and this information will be shared. Look to CDC guidance next week a. Protocol—OHA will have to clear about this i. After symptoms present- 1. Isolate the individual(s) to health and wellness room 2. Contact family/guardians 3. Student is checked 4. If ii. Reporting cohort tracking iii. Cluster of illness iv. Response team -
	18. See Newberg Sample Language - page 3 of the sample

Commented [2]: Ideas to hold:
Leveled communication for classroom outbreak, bus, etc.
School specific daily briefing that is sent out--using traditional school process or other equitable process.
Forwarding LPHA COVID daily reports with the school community.
Timeline of reporting requirements and for what level--presumptive, tested positive.
FYI: DESD working on templates, ODE may provide some level of overarching guidance

Commented [3]: On its way from Dr. Dannenhoffer

Commented [4]: Dr. D will provide this information

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
18 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	19. Families of students who have been identified by school districts as Medically Fragile, Complex and Nursing-Dependent will be advised of current status of the disease in their local school community.

- 19 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.

20 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:
 - U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.
 - ODE guidance updates for Special Education. Example from March 11, 2020.
 - OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education.'
 - OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.

- a. District will coordinate with families to meet student's educational needs based on current cohort status and status of the disease.

20. Protocol provided by [Barb Hoffer RN \(DESD/RSD\)](#)

- a. District nurses will keep up to date on current trends of the COVID illness in the local community in cooperation with the LPHA. District nurses will keep current on best practices recommended by Oregon School Nursing Association and the Oregon Health Authority.
- b. District nurses will work with individual school health monitors as needed to help parents consider risks of returning to the school setting. Parents may want to talk with the nurse to decide if it is advisable to consider alternative learning models.
- c. Parents of Medically Fragile, Complex and Nursing-Dependent students are to be called immediately if there are any cases of Covid in the school. Likewise, parents should notify the school of any confirmed exposure to confirmed ill individuals outside the school setting that may cause the student to be quarantined.
- d. Coordinate with other health services provided to students in the school setting in addition to nursing.
- e. Staff and school administrators will partner with District nurses in contributing to modification of health management plans, Care Plans, IEPs, 504s and any other student-level medical plans to address current health care considerations.

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
21 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.	21. YES 22. YES 23. YES 24. YES

- 22 Support physical distancing in all daily activities and instruction, maintaining at least six feet between individuals to the maximum extent possible.
- 23 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.
- 24 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).
- 25 Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.

25. YES

HES: room size in sq ft/# of people

RCCS: Schedule intermittent breaks to keep distancing in the hallways

RM 1- 875/25
RM 2- 875/25
RM 3- 875/25
RM 4- 875/25
RM 5- 875/25
RM 6- 875/25
RM 7- 800/22
RM 8- 800/22
RM 9- 800/22
RM 10- 800/22
RM 11- 800/22
RM 12- 800/22
RM 13- 736/21
RM 14- 800/22
RM 15- 850/24
RM 16- 850/24
RM 17- 850/24
RM 18- 875/25
RM 19- 875/24
RM 20- 850/24
RM 21- 475/13
RM 22- 800/22
RM 23- 800/22
RM 24- 800/22
RM 25- 850/24
RM 26- 850/24
RM 27- 850/24
RM 28- 850/24
RM 29- 999/28
GYM- 3,984/113
21A- 168/4
21B- 132/3
Library Main- 1,040/29
Library Entry- 644/18
Library Cubby- 168/4

Size of cohorts will determine which classrooms they are assigned to; ie, larger cohorts will be in larger spaces.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
26 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. 	26. YES 27. See section 1a.13 28. YES 29. See section 1a.7 30. YES 31. YES
27 Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance).	Transportation: Families will be limited to riding one bus to/from school. Families picking students up at dismissal will remain in their cars and drive through the bus lane and through the pool pickup area after buses have departed.
28 Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.	

- 29 Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.
- 30 Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers.
- 31 Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.

Title, Special Education, EL, TAG, etc. staff push into (possibly virtually) cohorts for service. To the extent possible, students receiving supports beyond core instruction will receive these supports within their grade level band cohort.

HES breakfast/lunch/snacks/Super Supper will happen in classrooms?

RCCS: Breakfast and Lunch will be available upon entering and leaving for the day.

RCCS will have designated bathrooms for grade levels for contract tracing

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
32 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.	32. DESD and SCESD Communications working on templates for this
<ul style="list-style-type: none"> Consider sharing school protocols themselves. 	33. DESD and SCESD Communications working on templates for this
33 Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case.	34. DESD and SCESD Communications working on templates for this
<ul style="list-style-type: none"> Consult with your LPHA on what meets the definition of "close contact." 	35. DESD and SCESD Communications working on templates for this
34 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.	
35 Provide all information in languages and formats accessible to the school community.	

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
36 Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows:	36. Training Slide Deck and Communication on its way
<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. 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 	37. Bus Drivers visually screen as students board bus and will bring students to the school and students will be screened again on site. See Section 1a.10 38. Follow LPHA protocols for isolation/quarantine. 39. Follow LPHA protocols and refer to medically fragile section of blueprint See sections 1a.19-29 40. YES
37 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.	HES: students will get dismissed from the bus one bus at a time and enter through the front doors. Students being dropped off (includes walkers) will enter with appropriate distancing. Students will wash hands upon arriving at the classroom for breakfast. A staff member will be stationed at the front doors for screening. RCCS: Students from the bus will enter at circle drive with appropriate distancing and will be checked in by staff member and wash hands. They will pick up their sack breakfast and head to their home room. Nonbus students will enter through the back parking lot by the gyms at proper

<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. 	<p>distancing get checked in by staff member, wash hands. They will pick up their sack breakfast and her to their home room.</p> <p>Visitors will be checked in through a ring system and vetted before allowed into the building. Anything needed to be dropped off will be placed on a table and we will retrieve it. Students needing to be picked up, parents can wait outside the building.</p>
38 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.	
39 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.	
40 Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
41 Restrict non-essential visitors. Only allow visitors if six feet of physical distance between all people can be maintained.	41. 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.
42 Visitors must wash or sanitize their hands upon entry and exit.	42. Essential personnel and approved visitors will be screened upon entry and asked to sanitize or wash hands upon entry.
43 Visitors must wear face coverings in accordance with OHA and CDC guidelines.	43. All approved visitors will wear face coverings in accordance with current OHA and CDC guidelines.
44 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.	44. See section 1g.42

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

OHA/ODE Requirements	Hybrid/Onsite Plan
45 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. 	45. YES 46. YES 47. School nurses will wear appropriate PPE. 48. YES 49. YES
46 Face shields, face coverings 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. 	
47 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 will be provided access to instruction via comprehensive online learning.
48 Students who choose not to wear face coverings must be provided access to instruction.	Face coverings are required for all staff and students
49 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.	

1i. ISOLATION MEASURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>50 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>51 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>52 Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.</p> <ul style="list-style-type: none"> School nurse and health staff in close contact with symptomatic individuals (less than six feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space, 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 a clear explanation of procedures, including use of PPE and handwashing. <p>53 Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</p> <p>54 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 of fever reducing medicine, and other symptoms are improving. 	<p>50. See Section 1a.10</p> <p>51. Visual check of students by their teacher and/or other staff, as well as monitoring staff for symptoms, taking temperature when symptoms warrant.</p> <p>52. Students and staff who develop symptoms must be isolated in designated areas, possibly using partitions if needed. Ideally the Health and Wellness space is enclosed with a door that can be closed. Schools will need to have designated staff to monitor anyone in isolation, using appropriate PPE including face shield or mask.</p> <p>53. YES</p> <p>54. Following LPHA guidance, 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> <p>55. All staff and substitutes will receive training in recognizing COVID-19 symptoms and how to report to the appropriate school staff designee.</p> <p>56. YES</p> <p>HES: Nurse's office will be used solely for meds/minor first aid. Staff lounge will be used for student isolation.</p> <p>RCCS: Students will be isolated in the Brave Center and nursing station.</p>

- 55 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).
- 56 Record and monitor the students and staff being isolated or sent home for the LPHA review.



2. Facilities and School Operations

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

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
57 Enroll all students (includes foreign exchange students) following the standard Oregon Department of Education guidelines.	57. Yes
58 Do not disenroll students for non-attendance if they meet the following conditions:	58. Yes
<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. 	59. Yes
59 Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.	

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
60 On-Site school students: Full-time and part-time students follow normal reporting policy and procedures.	60. Yes
61 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.	61. Yes
<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 response from the appropriately licensed instructional staff by the end of the next school day. 	62. Yes

- 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 five days scheduled in the week).
- The student must be counted as absent for the entire week (five days, if there are five days scheduled in the week) if they do not report in at all during the week.
- Note: If a district schedule is based on a four-day school week, the student would still need to check in twice a week as described above in order to be counted as present for the entire week (four days) and once a week to be counted as present for half of the week (two days).
- 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).

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

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
63 Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the Ready Schools, Safe Learners guidance).	63. Yes - especially consider school mics and headsets 64. Yes
64 Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	HES Family tech training; tutorial videos will be posted on our district webpage, and 1:1 supports will be available to families. If possible, HES will hold an in-person training to support parents using our online platform and sites his/her children will be expected to use. RCCS will provide instructional videos for parents so they have access to learning about our online platform. We may also provide face to face training if possible in our building for those requiring more training.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
65 Handwashing: All people on campus should be advised and encouraged to wash their hands frequently.	65. Handwashing: See section 1f.40 Yes
66 Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.	66. Equipment: Yes

- 67 **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.
- 68 **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.
- 69 **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.

67. **Events:** Yes

68. **Transitions/Hallways:** Yes

69. **Personal Property:** Yes

Particularly remember recess and PE equipment, art and science labs, student cubbies, drinking fountains, light switches, pencil sharpeners, etc.

HES will require students to take home/return personal Chromebook each day. To the greatest extent, students will have their own supplies for in class work.

students will use designated classroom bathrooms.

Bathrooms will have 1-2 sinks open to allow for distancing.

RCCS: In classrooms that will have to be more mobile ie science rooms for labs, students will wipe down rooms before exiting.

RCCS: Students will follow flow of traffic signage to navigate hallways to ensure proper distancing.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
70 Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.	70. Yes
71 Create schedule(s) and communicate staggered arrival and/or dismissal times.	71. Yes
72 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).	72. Yes
73 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. 	73. Yes
74 Install hand sanitizer dispensers near all entry doors and other high-traffic areas.	74. See Section 1f.40 Yes
75 Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.	75. Yes
	HES students will arrive and be dismissed one bus cohort at a time. For dismissal, students will be dismissed via intercom one classroom at a time for bus riders. All students being picked up (and walkers) will be dismissed after the buses have departed. Parents will remain in their cars and pick kids up in the bus lane and pool area.
	RCCS will have a staggered dismissal via the intercom by bus after bus students have been released, non-bus students will be released.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
76 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.	76. Seating: Yes
77 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.	77. Materials: Yes
78 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. 	78. Handwashing: See Section 1f.40 Yes
	HES: all classrooms and hallways will have visual aids to illustrate traffic flow, appropriate spacing, and assigned seating areas.
	RCCS: Will utilize space to best accommodate numbers of students for classroom purposes, such as mezzanine, cafeteria and small gym.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
79 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).	79. Yes
80 After using the restroom students must wash hands with soap and water for 20 seconds.	80. See Section 1f.40 Yes Wash hands upon returning to classrooms regardless.
81 Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before and after using playground equipment.	81. See Section 1f.40 - Yes Walk groups of student past bathrooms and stop for each person to use.
82 Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect between sessions and between each group's use.	82. Yes - classroom sets of equipment maintained by classroom
83 Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance).	83. See section 1a.7 Yes
84 Maintain physical distancing requirements, stable cohorts, and square footage requirements.	84. Yes
85 Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).	85. Yes
86 Design recess activities that allow for physical distancing and maintenance of stable cohorts.	86. Yes
87 Clean all outdoor equipment between cohorts.	87. Yes
	Preference will be to use paper hall passes rather than laminated or reusable objects
	Playground equipment restrictions baked on playground A or B.
	Recess activities will be planned to support physical distancing and maintain stable cohorts.
	Classrooms will use his/her individual equipment bag for recess.
	PE will wipe down equipment between cohort use

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
88 Include meal services/nutrition staff in planning for school reentry.	88. Yes
89 Staff serving meals must wear face shields or face covering (see section 1h of the Ready Schools, Safe Learners guidance).	89. All food service staff will wear appropriate PPE including face shields or face coverings. Yes
90 Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after.	90. See Section 1f.40 - Hand sanitizer stations prior to utensil/tray service areas
91 Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed.	91. See section 1a.7 Yes
92 Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.	92. See section 1a.7 Yes
93 Adequate cleaning of tables between meal periods.	93. See section 1a.7 Yes
	Consider no home lunches, consider no backpacks, adult serves salad bar items, consider lunch in classroom and teacher hands out
	HES students will eat breakfast and lunch in his/her classroom. Lunches served in mobile way; sack lunches, adults passing out food. Encouraging families to send disposable lunches from home.
	RCCS: Breakfast and Lunch will be sack style. Breakfast will be picked up as they enter and eaten in their homerooms. Lunch will be picked up as they exit the building.

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
94 Include transportation departments (and associated contracted providers, if used) in planning for return to service.	94. Yes Transportation departments assisted in return to service planning and are part of ongoing planning/modifications.
95 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).	95. See section 1a.7 Yes
96 Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing.	96. See section 1a.7 Yes
<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. If arriving at school, notify staff to begin isolation measures. 	97. See sections 1b.19-20 Yes
	98. Yes Drivers wear face shields or face coverings. Consider other barriers
	99. See section 2e.75 Yes
	Consider survey what families will bring their own students to school during these times, consider students assigned to only one bus route, consider registration to gain information about

- If transporting for dismissal and the student displays an onset of symptoms, notify the school.

97 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.

98 Drivers wear face shields or face coverings.

99 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).

bus needs, train family what entrance to use when bringing own student to school, buses will need more time to transport.

HES: Transportation: Families will be limited to riding one bus to/from school. Families picking students up at dismissal will remain in their cars and drive through the bus lane and pool area after buses have departed?

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
100 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.	100. See section 1a.7 Yes 101. See section 1a.7 Yes 102. Yes 103. Yes 104. Yes 105. See section 1a.7 Yes 106. Yes
101 Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.	
102 To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.	
103 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.	
104 Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.	
105 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).	
106 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
107 OAR 581-022-2220 Health Services, requires districts to "maintain a prevention-oriented health services program for all students" including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs.	107. See Section 1a.11 Yes 108. Yes Consider systems for bus to building communication, consider "online" nursing check ins for some cases when appropriate to minimize movement through cohorts; communicate hotline numbers for necessary services to students through manners they will likely access - consider both state level and building specific contacts for these supports.
108 Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
109 Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	109. Yes LPHA communicates regularly with district leadership and updates current status of disease. Douglas and South Coast ESD provides many services including nurses, therapists who are available as needed for collaboration. Main LPHA Contact: Dr. Bob Dannenhoffer -- bob@DouglasPublicHealthNetwork.org
110 Establish a specific emergency response framework with key stakeholders.	110. Yes See Section 1a.17 and contact Main LPHA Contact: Dr. Bob Dannenhoffer -- bob@DouglasPublicHealthNetwork.org
111 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.	111. See section 1a.17 Yes Consider procedure for screening room directly from bus and communication pathway from bus to nurse to office to teacher; consider early communication to families about what communication from district will look like so they know what to expect and don't worry about non-contact; consider students in health room as potential victims for bullying and preserve student mental health needs

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
112 Follow the district's or school's outbreak response protocol. Coordinate with the LPHA for any outbreak response.	112. See section 1a.12 Yes 113. See section 1a.12 Yes
113 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.	114. See section 1a.17 Yes 115. Yes Response Team Members: Amanda O'Brien, Jerry Uhling, and Jon Zwemke
114 Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students.	116. Yes 117. Yes 118. Yes 119. Yes
115 When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district.	Consider procedure for room closure?
116 Modify, postpone, or cancel large school events as coordinated with the LPHA.	
117 If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students.	
118 Continue to provide meals for students.	
119 Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families.	

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
120 Plan instructional models that support all learners in Comprehensive Distance Learning.	120. See section 1a.7 Yes 121. Yes 122. Yes 123. Yes
121 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.	
122 Communicate with families about options and efforts to support returning to On-Site instruction.	
123 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.



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



--	--

