Oregon achieves . . . together!

OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 7/29/2020

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	Oakdale Heights Elementary School, Dallas School District
Key Contact Person for this Plan	Todd Baughman, Principal Andy Bellando, Superintendent Kim Kellison, Director of Teaching and Learning
Phone Number of this Person	503-623-8316
Email Address of this Person	Todd.baughman@dsd2.org andy.bellando@dsd2.org kim.kellison@dsd2.org
Sectors and position titles of those who informed the plan	Superintendent, DSD Administrators, Athletic Director, CTE Programs Coordinator, Transportation Director, Food Service Director, Director of Teaching and Learning, Director of Special Education and Director of Facilities.
Local public health office(s) or officers(s)	Polanco.kristty@co.polk.or.us and Umstead.jacqui@co.polk.or.us
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Andy Bellando, Superintendent and building principals
Intended Effective Dates for this Plan	August 15, 2020-June 20, 2021
ESD Region	Willamette

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

---

[1] For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.
[2] For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.
[3] Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a government-to-government basis.

The Dallas School District made a concerted effort to communicate with our families regarding their distance learning experience in the spring, as well as their desires for fall term. We created a district level reopening team, as well as a site level team for each building. We collaborated with staff frequently about all facets of our plan in an effort to incorporate stakeholder feedback. A spring survey identified the challenges that our students faced and what changes students would find valuable to our distance learning platform. A second survey was sent on July 8, 2020 to all families in the district regarding our return to school in the fall. We received over 725 responses from parents and guardians that identified the need to move forward with both a hybrid and comprehensive distance learning platform. We managed to stay in touch with our community throughout the summer by taking feedback or concerns on our website, sending weekly updates from our superintendent to our families, and holding several community forums that allowed our stakeholders to express concerns and questions about our return to school.

Our commitment to our students and meeting their needs in the fall led us to the following conclusions regarding our fall reopening plans:

- We must keep equity at the forefront of all decisions as we continue to meet the needs of our students who have been historically marginalized over time.
- We must provide a hybrid plan that allows students and families to attend school in person, as well as a comprehensive distance learning plan for families who are uncomfortable returning to school.
- Our students need flexible systems of support that can accommodate different learning styles and needs, as well as full implementation of IEP, 504, ELL and other support systems.
- We must incorporate a learning management system to increase our rigor and ease of classroom instruction.
- We must continue to concentrate on care and connection for our students including building deep relationships.
- Instill confidence in our community that we can provide a safe, healthy environment for those returning to school.
- Provide a predictable schedule for online and hybrid learning that allows students to focus on less courses in a semester to maximize success in the system.
- Embrace digital learning as educators and students as a reliable means of growth for students in an ever-changing environment.

3. Indicate which instructional model will be used.

   Select One:
   ☐ **On-Site Learning**   ☐ **Hybrid Learning**   ☒ **Comprehensive Distance Learning**

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).

5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-16 in the initial template) and submit online. (https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

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

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

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

Comprehensive distance learning is now required by all school districts that do not meet the minimum metric requirements related to COVID-19 presented by the Oregon Health Authority on 7/29/20. The Dallas School District has also included our hybrid plan as we believe we will transition out of comprehensive distance learning to a hybrid system later this fall.

Oregon COVID-19 Metrics by Week: July 5th-July 25th

County	Week Begin	Case Rate for 100,000	Test Positive Rate
Polk	7/5/2020	20.9	5.8%
	7/12/2020	31.3	7.1%
	7/19/2020	47.6	9.6%

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

We have reviewed the CDL requirements and do not have any requirements that we need ODE to review.

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.

We will be evaluating metrics for Polk County regularly throughout the fall and have plans to return to hybrid instruction after the first quarter. Additionally, we will pursue opening our K-3 buildings in a hybrid prior to November 13, 2020 if we learn that we meet the exception metrics.

Timeline:
October 1, 2020 – Review Polk County metrics to determine if there is less than a five percent positivity rate in Polk County and less than 30 cases per 100,000 residents. This would trigger opening our K-3 buildings in a hybrid schedule.
October 1-30, 2020 - Review Polk County metrics to determine if there is less than a five percent positivity rate in Polk County and less than 30 cases per 100,000 residents. This would trigger opening our K-3 buildings in a hybrid schedule. Revie Polk County metrics to determine if there is less than 10 cases per 100,000 residents and less than a five percent positivity rate in the state of Oregon. If so, this would trigger planning a hybrid reopening schedule.
November 13, 2020 – Complete the first quarter with comprehensive distance learning and review Polk County metrics for reopening in a hybrid schedule.

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.
☐ 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.
☐ 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.
☐ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff.
☐ 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.
☐ 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. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit.
    • 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, district 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.
☐ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.
	Communicable Disease Protocols:
	• Staff will receive training on Safe Schools regarding limiting the spread of Covid 19 in the public school setting. We will also provide building specific protocol training during inservice for staff regarding sanitation, personal protective equipment, social distancing and reporting of student or staff illness.
	
	• Communicable disease plan for Dallas School District has been completed in collaboration with the district nurse and Polk County Health Department who will be acting as the Local Public Health Authority (LPHA). Polk County Health Department
	
	• Building principals will be designated as social distancing officer for each building under the supervision of the Director of Facilities and the Superintendent. See Social Distancing Attachment 2 -Dallas School District Communicable Disease Plan
	
	• Our contact for Polk County Health Department is Kristty Polcanco and her email is Polanco.kristty@co.polk.or.us and Jacqui Umstead and her contact email is umstead.jacqui@co.polk.or.us . Jennifer Lenoue is our district nurse and her email is jennifer.lenoue@dsd2.org.
	
	• Director of Facilities, Bob Archer, bob.archer@dsd2.org will be responsible for sanitation plans in the district and those plans will be implemented by building engineers with oversight by building principals.
	
	• Reporting processes, screening, isolation, communication and other protocols regarding COVID-19 can be found in the communicable disease plan and district flow chart. DSD Response Flow Chart for COVID 19.pdf Communicable Disease COVID 19 Response Plan June 2020.pdf
	
	• Daily digital logs for student entry or exit through the attendance office for the purpose of contract tracing have been created by the district nurse and distributed to building principals for use. Student attendance one school will also aid in tracking students by cohort for each building. Log will include the child's name, drop off/pick up time, parent/guardian name and emergency contact information and all staff including itinerant, district staff, guest teacher names and phone numbers who interact with a stable cohort or individual student. Logs must be kept for a minimum of six weeks to assist the LPHA as needed.
	
	• Protocol for communicating potential COVID 19 cases can be found in the communicable disease plan under the infectious disease addendum, including letters to notify parents based on the Oregon Health Authority recommendations.

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ 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).	

<p align="center">1b. HIGH-RISK POPULATIONS</p>

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
☐ 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.
☐ 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:
      o 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.
      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
	Students:
	   • All students identified as vulnerable, either by a physician, or parent/guardian notification, will be enrolled in comprehensive distance learning.
	   • Students who experience disability will continue to receive specially designed instruction. Paperwork updated as necessary. There will be more SPED guidance from ODE on August 11, 2020.
	   • Students with language services will continue to receive English Language Development.
	
	Electives and Specials would need to follow the cohort rules that follow the OHA/ODE requirements that are listed on the left.
	
	PE
	Music
	Library/Media
	Title I
	SPED
	Speech
	
	   • Push-in models of support, with adults moving between cohorts for service
	   • Individual planning and meetings for IEP/504 for additional cohorts. *Clear communication with parents with all that this entails. This could lead to a change in placement on IEP's. If a student is considered high risk or lives in a high risk family household – limited cohorts may need to be discussed and be part of the student individualized education plan.*
	   • Student's Health Plans may need to be updated and reviewed with parents. Cohorts may need to be discussed.
	
	 Speech and Language Cohort:
	This stable group is maintained as much as possible.
	
	 Note: in the event the stable cohort is changed, the SLP will need to update the contact-tracing log.
	
	Services provided under IDEA include any and all services and supports written in an IFSP or IEP, including but not limited to:
	
	● Specially Designed Instruction (SDI)
	
	● Related Services
	
	● Supplemental Aids and Services, including:
	○ Accommodations,
	○ Modifications, and
	○ Program Modifications/Supports for School Personnel

OHA/ODE Requirements	Hybrid/Onsite Plan
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.	● Transition Services/Activities ● Extended School Year (ESY) SDI and Related Services ● Any other services required to enable the student: ○ To advance appropriately towards attaining the annual goals, ○ To be involved in and make progress in the general education curriculum and to participate in extracurricular and other nonacademic activities, and ○ To be educated and participate with other children with disabilities and nondisabled children in extracurricular and other nonacademic activities There is no single plan that will meet the needs and strengths of all students and all services. **Service Delivery for All ESSA, IDEA, and ADA Services** These requirements and recommendations are for all students receiving services or supports provided under ESSA, IDEA and/or ADA. Students learn at highest levels when access to general education peers and grade level content is sustained. Comprehensive Distance Learning allows for creative exploration around co-teaching, integrated services within the general education setting, and strategic balance of asynchronous and synchronous learning opportunities. While small group and individual instruction may be a necessary component of any student's learning day, invest in as many opportunities for inclusionary practices as possible. **Required** The majority of each student's services under ESSA, ADA, or IDEA must be provided synchronously (i.e., with the teacher/service provider and student working together through direct, simultaneous communication). The amount of instruction that is synchronous vs. asynchronous is determined locally by each school and district, but should overwhelmingly lean towards a synchronous nature. This is best when included in inclusive virtual settings using synchronous instruction. This requirement can be met through a variety of modalities, including but not limited to: ■ Online video or audio conferencing, ■ Phone calls while using shared points of reference (i.e., the student and teacher are each working with the same learning materials as they engage in discussion around them via the phone), or ■ Collaborating on assignments in a cloud-based office suite while also engaged in simultaneous two-way conversation. Where a majority of synchronous service delivery is not appropriate, the relevant team must convene to ensure appropriate services can be provided. Asynchronous learning opportunities may be helpful instructional tools when planned and used appropriately, but cannot be considered provision of special education and related services or Title services.

OHA/ODE Requirements	Hybrid/Onsite Plan
	If asynchronous services are recommended, the parent or guardian must provide written consent to shift from synchronous to asynchronous service delivery. **Students Protected under IDEA** All IDEA requirements apply during Comprehensive Distance Learning. These requirements include, but are not limited to: all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools continue to have full Child Find obligations, including timely evaluation and eligibility determinations. Students receiving special education services are guaranteed a full educational experience (academic and functional learning, as appropriate) through a Comprehensive Distance Learning model and are entitled to a Free Appropriate Public Education (FAPE). **Required** - Meet all Child Find obligations as described in OAR Chapter 581, Division 15. - Each eligible student must have an appropriately developed IEP in effect that enables the student to receive FAPE under a Comprehensive Distance Learning model at the beginning of the school year. - Provide FAPE to each student who experiences disability in accordance with an appropriately developed Individualized Education Program (IEP). - Services provided under IDEA must be implemented as written in each eligible student's IEP in order to provide the student with the opportunity to make progress. - When using a Comprehensive Distance Learning model, services required by an IEP must be provided synchronously to the extent possible. - Asynchronous2 access may be allowable for learning opportunities as SDI or related services under the following two conditions: - The IEP team meets to review the student's present levels of academic and functional performance, measurable annual goals, measurable postsecondary goals, and services including specially designed instruction and related services and determines that all needed instruction to provide FAPE can be delivered in asynchronous conditions, and The parent/guardian provides written consent for the shift from synchronous instruction Waivers will not be allowed for any IDEA requirement. Further special education specific guidance is forthcoming (Aug 11), but will focus primarily on managing the IEP process and administrative concerns associated with special education in a Comprehensive Distance Learning instructional model. **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. - Staff members such as student teachers, itinerant staff, substitute teachers are not considered visitors.

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings. ☐ Support physical distancing in all daily activities and instruction, maintaining at least six feet between individuals to the maximum extent possible. ☐ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. ☐ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). ☐ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. ☐ Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.	**Physical Distancing:** The hybrid model will limit the number of students in classrooms and the school building. Hallways will be marked to control foot traffic and to indicate six feet of separation in those spaces where a line may form. Student entrance and exit will be controlled via separate assigned entrances. Schedules will be staggered to minimize gatherings. Classrooms will be assigned specific restrooms to limit access. **Positive Behavior Intervention and Supports:** Developmentally and age-appropriate lessons will be taught throughout the year to support students in maintaining physical distancing and health and safety protocols. **Building Specific Details:** • Traffic flow patterns: *Through PBIS expectation students are taught to walk on the right side of the hallway when travel throughout the building. Rooms with more than one entry /exit will have a designated entry and exit (Gym, Library, and MPR). Exterior classroom doors will be used for arrival/entry. Directional markings will be made for counterclockwise traffic around the Oakdale library. • Location of isolation rooms: dedicated office space and room 16 • Arrival/dismissal locations *Exterior classroom doors for each classroom • Bus drop off/pick up locations *Oakdale will utilize the already established bus lane around our parking lot. Staggered schedules will facilitate unloading/loading with distancing. • Family transportation drop off/pick up locations *Staggered schedules will facilitate unloading/loading with distancing. Supervisors and staff on duty, wearing PPE, will direct/manage this process. Radio and PA communication strategies will be used to facilitate students dismissing from their cohort and joining their family. • Classroom furniture/seating arrangements • Cohort recesses in playground/MPR/Gym zones • PE, music, library/media, character education classes taking place in classrooms/cohorts • Food service to classrooms/cohorts

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.	**Transportation Cohorts:** This is a stable group of students each day as students are assigned a route based on geographic location. Stable groups will vary by A/B routes.

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. ☐ 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). ☐ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. ☐ Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. ☐ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers. ☐ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	**In-building Cohorts:** Students will be assigned a cohort based on grade level or program. If contact tracing is necessary, protocols will be followed as per section 1a and in consultation with the LPHA, District nurse and OHA. **Speech and Language Cohort:** This stable group is maintained as much as possible. In the event that the stable cohort is changed the speech language pathologist will update the contract tracing log. **Itinerate Staff:** Staff that push in to support students or perform regular work assignments, such as special education teachers, occupational therapists, instructional assistants, counselors, behavior specialists, and administrators will follow sanitization protocols after leaving one stable cohort and before joining another stable cohort. To the extent possible itinerate staff in-building staff will be assigned to a limited number of students (e.g. one or two grade levels).

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. ☐ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. • The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). ☐ 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.	**Students, Family Staff, and Community Communication:** Letters to staff outlining infection control measures have been developed and will be shared at the start of the year and at periodic intervals. Students and staff will be educated on staying home when ill based on COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19, and OHA/ODE Communicable Disease Guidance (pages 9-12). District letter and flow chart regarding when it is safe to attend work or school, when to stay home, and when to seek emergency care will be sent to families prior to the start of the school year. A letter outlining the instructional model, the rationale, vision behind it and specific infection control measures will be shared with all families in their native language through print and electronic means. Communication of a potential or confirmed COVID-19 case to the school community and other stakeholders will be supported by the superintendent and district nurse and sent in multiple languages through the use of district-supported communication channels such as email or the district auto dialer.

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, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows:	**Arrival and Entry** • Each student will be assigned an entry point (Exterior classroom doors at Oakdale).

OHA/ODE Requirements	Hybrid/Onsite Plan
- Primary symptoms of concern: cough, fever (of greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. - Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. - In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. - Emergency signs that require immediate medical attention: - Trouble breathing - Persistent pain or pressure in the chest - New confusion or inability to awaken - Bluish lips or face - Other severe symptoms ☐ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health. - Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the **Ready Schools, Safe Learners** guidance) and sent home as soon as possible. - They must remain home until 24 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. ☐ 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. ☐ 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.	- Staff will be present at the entry point to screen students for symptoms (masks or face shields will be worn). - Temperature check - Visual screen - Students will sanitize or wash hands at entry point. - Hand sanitizer will be present at every entry point. - Each cohort/classroom has a sink for handwashing. - Students will be provided with face masks upon entry, as needed. - Students will go directly from the entry point into their assigned cohort location. **Screening Students Upon Entry** - Staff will be assigned to each entry point to screen students. - Temperature check and visual screening for each student. - Student rosters for each entry point - Completion of district-wide form for data tracking, which includes checkboxes to select, e.g. visually symptomatic, temperature, sent to isolation room. - When screening indicates that a student may be symptomatic (temperatures at or above 100.4 or data from visual screening), the student will be directed/escorted to the isolation room where they will be met with isolation room staff. Follow established protocol from section 1a. - Daily logging of any student screened and directed to the isolation room. - Completion of district-wide form for use in isolation rooms, including: Ongoing monitoring- every 30 minutes, method of transportation to/from school, symptoms displayed, temperature, family contact. **Logging for Contact Tracing** - Staff assigned to each entry door will need to maintain contact tracing logs with information about each student who entered and other students with whom the student came in contact during entry. - District-wide format for logging entry data. **Screening Staff** - Staff are required to report to their administrator when they may have been exposed to COVID-19. - Staff are required to report to their administrator when they have symptoms related to COVID-19. Staff members are not responsible for screening other staff members for symptoms

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Restrict non-essential visitors/volunteers. ☐ Visitors/volunteers must wash or sanitize their hands upon entry and exit. ☐ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance. ☐ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.	**Visitors and Volunteers:** Non-staff visitors or volunteers will not be allowed in student spaces while these protocols are in effect. Families that drop off or pick up their students during the school day will be met at the door, at which time the arrival and entry student screening protocols will be followed as specified in 1F.

OHA/ODE Requirements	Hybrid/Onsite Plan
	When feasible and effective, remote electronic means (such as Zoom) may be used to facilitate some volunteer involvement, such as the SMART reading program.

<p style="text-align:center">1h. FACE COVERINGS, FACE SHIELDS, AND CLEAR PLASTIC BARRIERS</p>

OHA/ODE Requirements	Hybrid/Onsite Plan

☐ Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines Face Coverings.
☐ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines Face Coverings.
☐ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time, the school/team must:
☐ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role.
Protections under the ADA or IDEA
☐ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should work to limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:
  • Offering different types of face coverings and face shields that may meet the needs of the student.
  • Spaces away from peers while the face covering is removed; students should not be left alone or unsupervised.
  • Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease;
  • Additional instructional supports to effectively wear a face covering;
☐ For students with existing medical conditions, doctor's orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny access to On-Site instruction.
☐ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020.
  • If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school or district must:
    1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments.
    2. Placement determinations cannot be made due solely to the inability to wear a face covering.
    3. Plans should include updates to accommodations and modifications to support students.
  • Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:
    1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.
	Face Coverings and Shields:
	
	As per July 22, 2020 the governor is requiring that all students K-12 and staff use an approved face covering to prevent the spread of the virus.
	
	The Oregon Department of Education in cooperation with FEMA are providing five million masks for use in our K-12 public schools. These masks will be distributed through the Willamette ESD.
	
	District nurses and other employees assigned to isolation rooms shall have access to additional personal protective equipment including gloves and gowns to further protect against the spread of the virus.
	
	District employees may remove their face shield or face covering when they are working alone in their own classroom or private office.
	
	If a student removes a face covering or demonstrates the need to remove the face covering for a short period of time:
	  • Provide space away from peers while face covering is removed. In the classroom setting, an example would be a designated chair where a student can sit and take a 15 minute "sensory break". Students should not be left alone or unsupervised. Designated chair should be appropriately distanced from other students and of a material that is easy to wipe down and disinfect after each use.
	
	District nurse shall wear a medical grade face mask while providing direct contact care and monitoring of staff/students displaying symptoms. District nurse should also wear appropriate personal protective equipment for their role.
	
	For students with existing medical conditions and physician's orders to not wear face coverings or other health related concerns, schools/districts must not deny any in-person instruction.
	
	For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability.

OHA/ODE Requirements	Hybrid/Onsite Plan
2. The team must determine that the disability is not prohibiting the student from meeting the requirement. • If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability, • If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning. 3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited on-site instruction, on-site instruction with accommodations, or Comprehensive Distance Learning. ☐ Districts must consider child find implications for students who are not currently eligible for, or receiving services under, a 504/IEP who demonstrate an inability to consistently wear a face covering or face shield as required. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504. ☐ 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
☐ Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day. ☐ Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. • 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. ☐ 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	**Isolation Room:** ○ Oakdale designated southwest office space (primary) and room 16 (secondary) ○ Designated, supervised primary isolation area which maintains required spacing will be used for students who are symptomatic. ○ District nurse will train staff assigned to isolation room coverage in monitoring symptomatic students. ○ All staff and students must use hand sanitizer or wash hands upon entering and exiting. ○ Students will be encouraged to wear masks in the isolation room. ○ Staff will maintain at least 6 feet distancing, as possible, from students. ○ When present in the isolation room, staff will wear face coverings at all times ○ Student's temperature will be taken and symptoms evaluated upon arrival at the isolation area

OHA/ODE Requirements	Hybrid/Onsite Plan
symptom monitoring must wear appropriate face covering or face shields. • School nurse and health staff in close contact with symptomatic individuals (less than six feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. • If able to do so safely, a symptomatic individual should wear a face covering. • To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. ☐ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility. ☐ 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 be evaluated and seek COVID-19 testing from their regular physician or through the local public health authority. • If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If a clear alternative diagnosis is identified as the cause of the person's illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance should be followed and person should be fever-free for 24 hours, without use of fever reducing medicine. A physician note is required to return to school, to ensure that the person is not contagious. • If they do not undergo COVID-19 testing, the person should remain at home for 10 days and until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. ☐ Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists). ☐ Record and monitor the students and staff being isolated or sent home for the LPHA review.	o Staff will wear a clothing protector (gown) if a student has fever and cough. o Monitoring temperature and symptom will continue every 30 minutes o The area will be sanitized after student(s) leave the room • Symptomatic students will remain at school until a designated adult can pick them up. o If student's symptoms worsen or are significant, and family contacts are not producing pickup, school staff may call emergency services for response after consulting the building principal and/or district nurse. • A secondary isolation area (room 16) will be identified and used in each school to separate students who are symptomatic for COVID-19 from students who have other symptoms or needs • Logs must be maintained for every student who enters the isolation room, regardless of whether they are treated or sent home. Logs will include: o Name of student o Reported symptoms and/or reason for health room visit o Action Taken o Contact tracing information

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
☐ Enroll all students (includes foreign exchange students) following the standard Oregon Department of Education guidelines. ☐ Do not disenroll students for non-attendance if they meet the following conditions: • Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or • Have COVID-19 symptoms for 10 consecutive school days or longer. ☐ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.	**Student Enrollment:** Students who live within Dallas School District boundary areas may be enrolled in their neighborhood school. Enroll all students (including foreign exchange) following the ODE standard guidelines. **Student Attendance:** Attendance will be recorded and monitored as per ODE guidance and Dallas School District attendance policy. Dallas School District Attendance Policy Attendance policies will be adjusted to accommodate 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

☐ Grades K-5: Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning).
☐ Grades 6-12: Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning).
☐ Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.
	Comprehensive Distance Learning (during Hybrid Model):
	For students participating in full-time distance learning, two-way communication on two of the 4 days of online learning (Regardless of level) may include:
	• Canvas sessions
	• i-Ready
	• Remind AP Communication tool
	• Assignment submission
	• Email communication
	• Phone communication.
	Hybrid Model:
	For students attending the hybrid model, twice a week check-ins will prioritize two days of in person learning. Students not present for both days will be counted as present through at least one other method of two-way communication by a licensed teacher, including the following methods:
	• High School
	  ▪ Canvas sessions
	  ▪ Assignment submission
	  ▪ Email communication
	    • Focus 1st w/Students then parents
	  ▪ Phone communication
	  ▪ Advisory Teacher Communication
	  o Middle School
	    ▪ Phone Communication

OHA/ODE Requirements	Hybrid/Onsite Plan

	■ Email Communication
	       ● Focus 1st w/Parents then students
	     ■ Assignment submission
	  ○ K-5 Elementary
	     ■ iReady
	     ■ Remind AP Communication tool
	     ■ Phone Communication
	     ■ Email Communication
	
	If/When we return to full-time on-site, schools will follow normal attendance procedures daily.
	
	Each building throughout the Dallas School District will designate an attendance team which will review individual and school-wide attendance data weekly.
	   ● Oakdale Principal, Secretary, PCMH Therapist, Behavior Support Specialist
	
	Attendance policies will be adjusted to accommodate students who do not attend in person due to student or family health and safety concerns. K-5 – (Self-contained) Attendance must be taken once per day regardless of what instructional model is being followed

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Update procedures for district-owned or *school-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.	**Technology Distribution:** If students use technology at school, they will use a single device during the day and the device will be cleaned prior to storage and use by another student. If technology is distributed to students for use at school or home, it will be done following physical distancing requirements, maintaining six feet of distance between people in the queue and without direct physical contact between school staff and students/families.

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. ☐ **Events:** Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. ☐ **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. ☐ **Personal Property**: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If	**Handwashing:** All students have access to hand washing prior to breakfast and lunch, as well as after using the restroom and after recess. Hand washing equipment will be supplemented with the use of hand sanitizer. **Equipment:** Sharing of supplies and equipment such as balls, ruler, pencils, and books will be restricted to the extent possible. All equipment will be cleaned between users. **Events:** Off-site events have been cancelled during the period these protocols are in effect.

OHA/ODE Requirements	Hybrid/Onsite Plan
personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.	On-site events will follow physical distancing protocols.
	Safety drills will occur on schedule with each cohort of students and follow physical distancing requirements. These include evacuation, fire and earthquake drills.
	Transitions/Hallways:
	Each school will evaluate their school's hallways and limit transactions as much as possible to ensure maximum physical distancing. Schools will update the district with any changes made to these plans. District will provide necessary signage for walls, halls, floors etc.
	Personal Property:
	All personal property must be carried by the student to whom it belongs in a personal backpack.
	Personal property must be labeled with the student's name and will only be used by the student to whom it belongs.

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.
☐ Create schedule(s) and communicate staggered arrival and/or dismissal times.
☐ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the ***Ready Schools, Safe Learners*** guidance).
☐ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern.
   • Eliminate shared pen and paper sign-in/sign-out sheets.
   • Ensure hand sanitizer is available if signing children in or out on an electronic device.
☐ Ensure hand sanitizer dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.
	Arrival and Entry
	   • Each student will be assigned an entry point (Exterior classroom doors at Oakdale).
	   • Staff will be present at the entry point to screen students for symptoms (masks or face shields will be worn).
	      o Temperature check
	      o Visual screen
	   • Students will sanitize or wash hands at entry point.
	      o Hand sanitizer will be present at every entry point.
	      o Each cohort/classroom has a sink for handwashing.
	   • Students will be provided with face masks upon entry, as needed.
	   • Students will go directly from the entry point into their assigned cohort location.
	
	Arrival and Dismissal:
	Schools will assign entrance points for cohorts (Exterior classroom doors at Oakdale) and assign staff (classroom teachers) to each entrance to conduct visual and temperature screenings upon entering the building.
	
	Staggered Start and Dismissal Times:
	Principals will report staggered start and dismissal times for building cohorts as feasible after transportation cohorts have been established.
	
	Sign-in and sign-out protocol:
	Students who need to sign in or out during the day to facilitate appointments or other obligations shall do this with the attendance secretary in each building. The attendance secretary shall maintain a sanitary environment by eliminating shared pens and paper sign-in/sign-out paper and track students digitally. Hand sanitizer will be available in the attendance office.
	
	Hand Sanitizing Stations:
	All entry doors and high traffic areas shall have hand sanitizing stations installed. All hand sanitizer will be alcohol-based with 60-95% of the product being alcohol.

OHA/ODE Requirements	Hybrid/Onsite Plan
	Communication Procedures: Each building administrator will communicate with families prior or at registration about new sign-in and sign-out policies and protocols.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ **Seating:** Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. ☐ **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. ☐ **Handwashing:** Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately. • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	**Seating:** Student desks will be arranged to address physical distancing requirements. Student seats will not change during the school year. Each class and hallway will have visual aids (e.g. painter's tape, stickers etc.) to illustrate traffic flow, appropriate spacing, and assigned seating. To the extent possible, windows will be opened before students arrive, after students leave, and during the school day. Classes will be held outside when weather permits. **Materials:** Sharing of supplies and equipment such as balls, rulers, pencils and books will be restricted to the extent possible. All equipment will be cleaned between users. **Handwashing:** All students will wash their hands or use hand sanitizer upon building entry and prior to breakfast and lunch. Additional hand washing opportunities will be provided throughout the school day. Signage at each sink/hand washing station will remind students and staff of effective hand washing practices.

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

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). ☐ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. ☐ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. ☐ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with CDC guidance. ☐ Cleaning requirements must be maintained (see section 2j of the ***Ready Schools, Safe Learners*** guidance). ☐ Maintain physical distancing requirements, stable cohorts, and square footage requirements. ☐ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). ☐ Design recess activities that allow for physical distancing and maintenance of stable cohorts. ☐ Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance.	**Recess:** Students will access a playground zone, gym, or MPR during recess as a stable cohort. Students will wash hands or use hand sanitizer before and after recess. Recess activities will be designed to maintain physical distancing. Recess equipment such as balls and frisbees will be cleaned after and between uses. Students may rotate through playground stations daily and/or weekly.

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Limit staff rooms, common staff lunch areas, and workspaces to single person usage at a time, maintaining six feet of distance between adults.	

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). ☐ Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after. ☐ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed. ☐ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. ☐ Adequate cleaning of tables between meal periods. ☐ Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.	**Meal Service:** School meals will be available for all students whether they are on site or learning remotely. Meals will be eaten in classrooms, and students will eat with cohort groups. Prohibit self-service buffet-style meals Prohibit sharing of food and drinks among students and/or staff At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face covering back on after finishing the meal or snack. **Hand Hygiene:** Students will wash hands or use hand sanitizer before and after breakfast and lunch and have opportunities to wash hands or use hand sanitizer throughout the day.

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan

☐ Include transportation departments (and associated contracted providers, if used) in planning for return to service.
☐ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the *Ready Schools, Safe Learners* guidance).
☐ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This can be done at the time of arrival and departure.
    • If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student.
    • If arriving at school, notify staff to begin isolation measures.
        o If transporting for dismissal and the student displays an onset of symptoms, notify the school.
☐ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.
☐ Drivers wear face shields or face coverings when not actively driving and operating the bus.
☐ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).
	Transportation:
	
	Drivers:
	All drivers shall wear a face mask or shield while transporting students. Students shall remain six feet away from the driver. Drivers will have access to hand sanitizer that meets the CDC recommendations for effectiveness of at least 60-95 percent alcohol.
	
	Bus Stops:
	Bus stops will have socially distant markers placed six feet apart to reinforce social distancing requirements.
	
	Guardians:
	Guardians will be required to submit a rider registration form to help establish routes and cohorts.
	
	Screening:
	If a student exhibits COVID-19 related symptoms enroute to school , drivers will provide a face covering or face shield to the student if they aren't wearing one, notify the school of attendance, and the student will be isolated by school staff upon arrival.
	
	If a student exhibits COVID-19 related symptoms enroute to home, drivers will provide a face covering or shield to the student if they aren't wearing one, notify the school about the student and communicate to guardian, if possible, about symptoms at drop-off.

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the *Ready Schools, Safe Learners* guidance to transportation settings.	The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation if feasible

The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding areas should be cleaned and disinfected.

Students will be visually screened by the driver daily.

Cohorts:
Rider registration forms to be completed and used to determine/record ridership for each bus and route. Assigned bus/seat for all.

Rider registration data entered into eSchool. A student may be a registered member of more than one stable cohort--AM and PM or across days of the week. Registration record is used to create attendance rosters and provides contact tracing record.

District/school communications that riders must be registered and assigned to cohort(s).

Distancing:
Seating in every other seat, 3 ft distancing minimum (except siblings/family members).

Visuals to reinforce social distancing.

Assigned bus and assigned seat for each rider. Arranged using rider registration information, A/B schedule information, and sibling information.

Loading and Unloading:

Oakdale will utilize the already in place bus lane around our parking lot. Riders will exit off their bus and enter through assigned classroom exterior doors.

Sanitation:
Buses will be sanitized with virucidal products before and after each route, AM and PM.

McKinney Vento/Foster Care Routes:

Students will be included on registration/ridership rosters for the trips that DSD is providing. We will communicate with other districts to know their health and safety plans for the trips they are providing.

SPED Transportation:

Follow screening, unloading/loading, log, cohorting, distancing procedures according to plan, plus any additional service needs according to 504 or IEP. |

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 and restrooms. ☐ Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance. ☐ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ☐ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. ☐ Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. Consider running ventilation systems continuously and changing the filters more frequently. Do not 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).	**Sanitation:** Day time custodial staff focus will be directed to enhanced sanitization efforts. Areas that serve multiple cohorts throughout the day will be cleaned/sanitized in between. Common areas such as work rooms, MPR's, office spaces, restrooms, and foyers will be sanitized 2-4 times each operational day following the CDC Guidelines. Non- Custodial staff will also participate in sanitizing classrooms and personal office spaces. **Touch Points:** Staff will be trained following CDC cleaning and disinfecting schools/public building guidelines, district cleaning procedures, and how to properly clean/sanitize using the district approved solutions. Cleaning solutions will be stored in an approved location to assure student contact is not possible. Only products listed on the EPA's List N approved product list of disinfectants for use against SARS-CoV-2 (COVID-19) containing hydrogen peroxide will be used district wide. **Ventilation:** When applicable all ventilation systems will be inspected monthly to confirm equipment is operating effectively. Areas within the district that lack adequate air flow will be assessed and modifications will be made to mitigate IAQ issues when possible. Buildings with HVAC systems should evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems should, to the extent possible, increase the natural ventilation by opening windows and doors, as this does not allow for fresh air to circulate. Building air circulation should be increased, as feasible without any potential safety or health risks due to fans or other measures. Current areas that house medically fragile students will be evaluated to confirm adequate air flow within the spaces. The district will also perform filter changes at a minimum of 2x per school year. All district facilities will be cleaned/disinfected following the CDC guidelines on public spaces. Sanitization will occur throughout the day in all buildings to minimize the risk of spreading the Covid virus. Where feasible building purges will be performed in the evening and in the morning before the building is occupied. The minimum settings on all economizers will be increased to bring in more outside fresh air into the building when practical.

<p align="center">2k. HEALTH SERVICES</p>

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. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. ☐ Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and	**Health Services:** Each school has a designated area to isolate students who exhibit symptoms of illness. The district nurse Jennifer Lenoue has been consulted regarding isolation procedures, protocols of infection and collaborated on the district communicable disease plan.

OHA/ODE Requirements	Hybrid/Onsite Plan
behavioral health providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: • Contact tracing • The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. • Quarantine of exposed staff or students • Isolation of infected staff or students • Communication and designation of where the "household" or "family unit" applies to your residents and staff ☐ Review and take into consideration CDC guidance for shared or congregate housing: • Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible • Ensure at least 64 square feet of room space per resident • Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary; • Configure common spaces to maximize physical distancing; • Provide enhanced cleaning; • Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.	N/A

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. • At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. • Fire drills must be conducted monthly. • Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. • Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year. ☐ Drills can and should be carried out as close as possible to the procedures that would be used in an actual emergency. For example, a fire drill should be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.	In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. • At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. • Fire drills must be conducted monthly. • Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. • Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year. Drills can and should be carried out as close as possible to the procedures that would be used in an actual emergency. For example, a fire drill should be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ When or if physical distancing must be compromised, drills must be completed in less than 15 minutes. ☐ Drills should not be practiced unless they can be practiced correctly. ☐ Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement. ☐ If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year). ☐ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.	When or if physical distancing must be compromised, drills must be completed in less than 15 minutes. Drills should not be practiced unless they can be practiced correctly. Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement. If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year). Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.

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

OHA/ODE Requirements	Hybrid/Onsite Plan

☐ Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills.
☐ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.
☐ Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.
☐ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.
☐ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.
☐ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues.
☐ Plan for the impact of behavior mitigation strategies on public health and safety requirements:
  • Student elopes from area
    o If staff need to intervene for student safety, staff should:
      ● Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention.
      ● Use the least restrictive interventions possible to maintain physical safety for the student and staff.
      ● Wash hands after a close interaction.
      ● Note the interaction on the appropriate contact log.
    o *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
  • Student engages in behavior that requires them to be isolated from peers and results in a room clear.
    o If students leave the classroom:
      ● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff
      ● Ensure physical distancing and separation occur, to the maximum extent possible.
	• Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills.
	• Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.
	• Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.
	• Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.
	• Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.
	• Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues.
	
	Plan for the impact of behavior mitigation strategies on public health and safety requirements:
	  • Student elopes from area
	    o If staff need to intervene for student safety, staff should:
	      ● Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention.
	      ● Use the least restrictive interventions possible to maintain physical safety for the student and staff.
	      ● Wash hands after a close interaction.
	      ● Note the interaction on the appropriate contact log.

OHA/ODE Requirements	Hybrid/Onsite Plan
- Use the least restrictive interventions possible to maintain physical safety for the student and staff. - Wash hands after a close interaction. - Note the interaction on the appropriate contact log. o *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior). o If staff need to intervene for student safety, staff should: - Maintain student dignity throughout and following the incident. - Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention. - Use the least restrictive interventions possible to maintain physical safety for the student and staff - Wash hands after a close interaction. - Note the interaction on the appropriate contact log. o *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. ☐ Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space. **Protective Physical Intervention** ☐ Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the ***Ready Schools, Safe Learners*** guidance: Cleaning, Disinfection, and Ventilation).	o *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in behavior that requires them to be isolated from peers and results in a room clear. o If students leave the classroom: - Preplan for a clean and safe alternative space that maintains physical safety for the student and staff - Ensure physical distancing and separation occur, to the maximum extent possible. - Use the least restrictive interventions possible to maintain physical safety for the student and staff. - Wash hands after a close interaction. - Note the interaction on the appropriate contact log. o *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior). o If staff need to intervene for student safety, staff should: - Maintain student dignity throughout and following the incident. - Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention. - Use the least restrictive interventions possible to maintain physical safety for the student and staff - Wash hands after a close interaction. - Note the interaction on the appropriate contact log. o *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space. **Protective Physical Intervention** Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the ***Ready Schools, Safe Learners*** guidance: Cleaning, Disinfection, and Ventilation).

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). Likewise, the LPHA will impose restrictions on contacts.	**Communication Protocols:** • Review the *"Planning for COVID-19 Scenarios in Schools" toolkit.* • The district communicable disease plan which includes notification protocols during an outbreak and details response, including communication plans, in the event of a suspected or confirmed case of COVID-19 was drafted in collaboration with our district nurse and Polk County Health Department. • DSD Communicable Disease Plan • Communication flow will be between schools, the district nurse in consultation with LPHA and the superintendent.

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.
   • Determination if exposures have occurred
   • Cleaning and disinfection guidance
   • 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.
☐ If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students.
☐ Continue to provide meals for students.
☐ Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families.
	Outbreak Response:
	• Review the *"Planning for COVID-19 Scenarios in Schools" toolkit.*
	The district communicable disease plan details response, including communication plans, in the event of a suspected or confirmed case of COVID-19 was drafted in collaboration with our district nurse and LPHA.
	• Responses to confirmed cases of COVID-19 or to outbreaks will be coordinated by the district nurse in collaboration with the LPHA and the superintendent.
	• DSD Communicable Disease Plan

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Plan instructional models that support all learners in Comprehensive Distance Learning. ☐ 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. ☐ 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.	**Recovery and Reentry:** The district communicable disease plan details response, including communication plans, in the event of a suspected or confirmed case of COVID-19 was drafted in collaboration with our district nurse and LPHA. Responses to confirmed cases of COVID-19 or to outbreaks will be coordinated by the district nurse in collaboration with the LPHA and the superintendent. DSD Communicable Disease Plan

ASSURANCES

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

☒ We affirm that our school plan has met the requirements from ODE guidance for sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance.

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

	4. Equity

	5. Instruction

	6. Family, Community, Engagement

	7. Mental, Social, and Emotional Health

	8. Staffing and Personnel

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

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