



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	WESD / Quest Adult School Oregon State Hospital
Key Contact Person for this Plan	Karen Jarshaw, WESD Coordinator of the QUEST Adult School
Phone Number of this Person	503.474.6919
Email Address of this Person	Karen.jarshaw@wesd.org
Sectors and position titles of those who informed the plan	Angie Moreno, OSH Program Analyst Karen Jarshaw, WESD Program Coordinator Dr Greg Gaden, WESD Special Education Director Janet Terry, RN, MSN, WESD Nurse Wesley Rogers, RN, MPH, WESD Nurse Andrea Crow, Teacher Brogan Schmid, Instructional Assistant
Local public health office(s) or officers(s)	Katrina Rothenberger, MPH (503) 588-5342 krothenberger@co.marion.or.us

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.

Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Oregon State Hospital Chief Medical Officer Andrea Crow, Teacher Karen Jarshaw, Program Coordinator
Intended Effective Dates for this Plan	7/15/2020 – 6/30/2021
ESD Region	Willamette ESD

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

WESD collaborated with the Oregon State Hospital and followed CDC, OHA and ODE guidelines. Collaboration also took place with the WESD Reunification Plan Committee, Mrs. Gretchen Brunner, Director of School Improvement Services and lead for WESD district support on ODE Operation Blueprints, Mr. Jeff Easter, Director of WESD Facilities, WESD nursing staff, and the OHA staff.

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

Select One:

- On-Site Learning Hybrid Learning Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-14 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

Not required to be completed.

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

Not required to be completed.

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.

Not required to be completed.

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Implement measures to limit the spreads of COVID-19 within the school setting. <input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. <input checked="" type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. <input checked="" type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. <input checked="" type="checkbox"/> Process and procedures to train all staff in sections 1 - 3 of the <i>Ready Schools, Safe Learners</i> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained. <input checked="" type="checkbox"/> Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. 	<ol style="list-style-type: none"> 1. All staff and patients are screened, including temperatures taken and questionnaire, prior to entering or leaving a unit; contact tracing team is involved (this is through the Infection Prevention Department at OSH); these screenings are recorded daily in the Electronic Health Log -all new hospital admissions are on the “Quarantine Unit” for 3 weeks, and must have a negative COVID-19 test, prior to moving to a “living unit” 2. Click here for WESD Communicable Disease Management Plan 3. All Quest Adult School staff will monitor social distancing within the classroom/program. Staff will be trained on how to handle non-compliance and on contacts if compliance is not met. 4. We will consult with the medical health professional at the LPHA, OHA and OSH. The OHA representative is listed in the contact section at the beginning of this document. Direct contact with the WESD nursing staff

<ul style="list-style-type: none"> ☒ 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. <ul style="list-style-type: none"> ● If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the Ready Schools, Safe Learners guidance), the daily log may be maintained for the cohort. ● If a student(s) is not part of a stable cohort, then an individual student log must be maintained. ☒ Required components of individual daily student/cohort logs include: <ul style="list-style-type: none"> ● Child's name ● Drop off/pick up time ● Parent/guardian name and emergency contact information ● All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student ☒ 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 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>for guidance will also be used. There are two lead nurses for us at WESD- Janet Terry, RN, MSN and Wesley Rogers, RN, MPH.</p> <p>5. Training will be done by QUEST School staff and OHS Hospital staff using in-person, online, and reading documents prior to the start of school. WESD Nurses will also help with training Quest Adult School Staff. The Operational Blueprint and any OHS regulations will be the guide of all training as well as the Communicable Disease Management Plan.</p> <p>6. We will follow the county and OHA protocol for notifying the required agencies as required.</p> <p>Click here for the WESD Communication Tree</p> <p>7. Quest Adult School staff will sanitize the classroom between cohorts. They will use products approved and provided by OSH Environmental Services. OSH Environmental Services will provide Quest School Staff with a sanitizing protocol to be used. OSH Environmental Services will disinfect the classroom daily, after staff and students are gone for the day</p> <p>8. WESD staff will report any WESD staff or student cases to OSH staff, LPHA staff and WESD authorities and leadership (see WESD Communication Tree document)</p> <p>9. Logs will be kept as required and available when requested</p> <p>10. see 1a above</p> <p>11. . any ill or exposed student will be evaluated by Chief of Medicine or delegate; any staff member ill or exposed will remain at home for appropriate time period as determined by COM or delegate.</p> <p>12. Daily logs will be kept for both staff and students who have been in the Quest Adult School classroom to help with cohort tracing and other needs in this area.</p> <p>16. Protocol for outbreaks will be to follow the Oregon State Hospital plan for outbreaks, as well as OHA guidance.</p> <p>Click here for a sample daily log.</p> <p>Click here for a sample daily cohort schedule.</p>
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1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p>Medically Fragile, Complex and Nursing-Dependent Student Requirements</p> <p>☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 	<p>Section 1:</p> <ol style="list-style-type: none"> 1. Any high-risk student(s)/patient(s) will be moved to a separate unit; students moved to this unit would be provided the required and needed supports identified by the team of professionals within the Quest Adult School. Students would do Comprehensive Distance Learning set up and supported by the Quest Adult School teacher and staff. These students have and will be identified as required. 2. Students that require immediate care have and will have all required nursing and other care support needed as determined by the team of staff supporting them.

3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.
- Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:
- Communicate with parents and health care providers to determine return to school status and current needs of the student.
 - Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.
 - Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.
 - The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association.
 - Service provision should consider health and safety as well as legal standards.
 - Work with an interdisciplinary team to meet requirements of ADA and FAPE.
 - High-risk individuals may meet criteria for exclusion during a local health crisis.
 - Refer to updated state and national guidance and resources such as:
 - US Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.
 - ODE guidance updates for Special Education. Example from March 11, 2020.
 - OAR 581-015-2000 Special Education, requires districts to provide ‘school health services and school nurse services’ as part of the ‘related services’ in order ‘to assist a child with a disability to benefit from special education’.
 - OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.

3. Students that require or will require this Level of Care will receive the nursing and medical care that is required by the team of medical, hospital and school staff as determined by the treatment team.
- Section 2:
1. Quest Adult School has health teams and IEP teams that consist of all related service providers and resource teachers. Parents/guardians (if/when adult student is not their own guardian) are a required part of the team. Close communication will be required.
 2. Related service providers such as OT, PT, SLP and others will be brought in for additional evaluation if needed. If the evaluation and team determine additional services are needed they will be written into all relevant service documents such as the IEP ADA documents and health plans.
 3. All required state and federal service documents such as Section 504 Plans, IEPs, and health plans will be updated as required and implemented as required.
 4. 4-8 requirements will be met as required by all agencies monitoring compliance in these areas.

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation.	1 Tape will be placed on the floor to show 6 feet of distancing. We will use a tape measure and floor marking tape to ensure 6 feet of social distancing for students and staff.
<input checked="" type="checkbox"/> Support physical distancing in all daily activities and instruction, striving to maintain at least six feet between individuals.	2 There will be cohorts of students coming to the classroom from specific “units” throughout the hospital. One unit=one cohort so these are set. Any OSH staff who are transporting or supervising students will be added to the daily cohort log.
<input checked="" type="checkbox"/> Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.	

- 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.

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1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. <input checked="" type="checkbox"/> Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. <input checked="" type="checkbox"/> Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. <input checked="" type="checkbox"/> Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers. <input checked="" type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. 	<p>1 Cohorts will be established by hospital units. OSH staff will be considered part of a cohort if they are transporting students to/from or supervising students in the classroom.</p> <p>See above for sample daily logs</p> <p>Please click here to see the WESD Communicable Disease Plan.</p>

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Develop a letter or communication to staff to be shared at the start of on-site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. <ul style="list-style-type: none"> • Consider sharing school protocols themselves. <input checked="" type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. <ul style="list-style-type: none"> • Consult with your LPHA on what meets the definition of "close contact." <input checked="" type="checkbox"/> Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. <input checked="" type="checkbox"/> Provide all information in languages and formats accessible to the school community. 	<p>WESD will report new cases in their employees to OSH and LPHA, OSH will report new cases in their patients/students to WESD authorities. WESD Communication Tree will also be used for communicating with students, families and WESD leadership</p>

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> • Primary symptoms of concern: cough, fever or chills, shortness of breath, or difficulty breathing. • Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often 	<p>1 Students and staff will follow all health protocols found in this document. They have been training on these protocols. All other health related requirements in the documents found here as well as attached protocols will be followed. Parent/Guardians (when appropriate) will receive the guidance found in this report along with a letter explaining what we are doing to keep their young adults safe</p>

<p>associated with COVID-19, but are not enough in isolation to deny entry. More information about COVID-19 symptoms is available from CDC.</p> <ul style="list-style-type: none"> ● Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face ○ Other severe symptoms <p>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.</p> <ul style="list-style-type: none"> ● Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the Ready Schools, Safe Learners guidance) and sent home as soon as possible. ● They must remain home until 72 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. <p><input checked="" type="checkbox"/> Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days.</p> <p><input checked="" type="checkbox"/> Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.</p> <p><input checked="" type="checkbox"/> Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</p>	<p>2 Screening will be done by RNs from OSH on the unit prior to leaving the unit for any reason- this includes temperature taking and in all areas required.</p> <p>3 Guidance in this line item will be followed and is part of the health protocols in the attached guidance. Protocols on screening, restricting contact upon considering the child or staff may be positive, contacting parent/guardians and following all protocols discussed about and in the Communicable Disease Health Protocols.</p> <p>4. Handwashing protocols will be followed by staff and students.</p> <p>5. hand sanitizer/handwash station is available for staff and students just outside the classroom door, provided by OSH</p>
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1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Restrict non-essential visitors. Only allow visitors if six feet of physical distance between all people can be maintained.</p> <p><input checked="" type="checkbox"/> Visitors must wash or sanitize their hands upon entry and exit.</p> <p><input checked="" type="checkbox"/> Visitors must wear face coverings in accordance with local public health authority and CDC guidelines.</p> <p><input checked="" type="checkbox"/> Screen all visitors for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.</p>	<p>Visitors are not part of Quest Adult School; any staff member entering the classroom will be screened prior to entry.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Face coverings or face shields for:</p> <ul style="list-style-type: none"> ● Staff who are regularly within six feet of students and/or staff <ul style="list-style-type: none"> ○ This can include staff who support personal care, feeding, or instruction requiring direct physical contact. ○ Staff who will sustain close contact and interactions with students. ● Bus drivers. ● Staff preparing and/or serving meals. <p><input checked="" type="checkbox"/> Face shields or clear plastic barriers for:</p>	<p>1 face coverings are required for all staff and students</p>

- Speech Language Pathologists, Speech Language Pathology Assistants, or other adults providing articulation therapy.
 - Front office staff.
- ☒ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role.
 - ☒ **Students who choose not to wear face coverings must be provided access to instruction.**
 - ☒ **ADA accommodations:** If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.



1i. ISOLATION MEASURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Protocols for surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day. ☒ Protocols for assessment of students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. <ul style="list-style-type: none"> ● Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. ● Consider required physical arrangements to reduce risk of disease transmission. ● Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. ☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. ☒ 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. <ul style="list-style-type: none"> ● Symptomatic staff or students should seek COVID-19 testing from their regular physician or through the local public health authority. ● If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. <ul style="list-style-type: none"> ○ Alternatively, a person who had a positive viral test may return to school when they have received two subsequent negative COVID-19 viral tests at least 24 hours apart and 72 hours have passed since fever is gone, without use of fever reducing medicine, and other symptoms are improving ● If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain 	<p>1 students will be escorted back to their hospital unit and will be moved to the Quarantine Unit as determined by COM or delegate</p> <p>*All these protocols are found in the attached Communicable Disease protocols and the hospital's regulations. The steps outlined here and in all related documents will be followed and staff trained on them.</p>

home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.

- If they do not undergo COVID-19 testing, the person should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.

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



2. Facilities and School Operations

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

2a. ENROLLMENT

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Enroll all students following the standard Oregon Department of Education guidelines. ☒ Do not disenroll students for non-attendance if they meet the following conditions: <ul style="list-style-type: none"> ● Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or ● Have COVID-19 symptoms for 10 consecutive school days or longer. ☒ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns. 	<p>All enrollment requirements will be met.</p> <p>All enrollment requirements will be met.</p>

2b. ATTENDANCE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☐ On-Site school students: Full-time and part-time students follow normal reporting policy and procedures. ☒ Full-Time Online and/or Hybrid school students: Full-time students who are enrolled in school and taking online and/or hybrid courses only are reported on an FTE basis using a standard record (ADMProgTypCd = 01) as identified in the Oregon Cumulative Average Daily Membership (ADM) Manual. This is an existing policy previously used in the online setting. As such, there should not be any need to reprogram student information systems to accommodate for this change and the addition of the hybrid setting. <ul style="list-style-type: none"> ● Note: Because the students in the online and/or hybrid setting do not regularly attend classes at the district facilities, the standard procedures for recording student days present and days absent cannot be effectively applied to those students. This will reduce accuracy of attendance data for the state while this is in effect. 	<p>4. A schedule will be made to adhere to the cohorting by hospital unit; students will be scheduled to attend school in the classroom as often as possible while adhering to the unit cohorts</p>

- For the purposes of this section, please use the following definition and clarification: **Online and/or Hybrid Check-in:** The responsibility of taking attendance must be performed by the teacher of record. "Check-ins" with appropriately licensed instructional staff are two-way communications between the student and the teacher. A check-in does not include a student leaving a message on an answering machine or sending an email that does not receive a response from the appropriately licensed instructional staff by the end of the next school day.
- The student must check-in **at least** twice a week with their teacher(s) of record on **at least** two separate weekdays in order to be counted as present for all five days of that week.
- If the student only checks in once during the week, the student must be counted as absent for half of the scheduled week (2.5 days, if there are 5 days scheduled in the week).
- The student must be counted as absent for the entire week (5 days, if there are 5 days scheduled in the week) if they do not report in at all during the week.
- Note: If a district schedule is based on a 4-day school week, the student would still need to check in twice a week as described above in order to be counted as present for the entire week (4 days) and once a week to be counted as present for half of the week (2 days).
- Days in attendance may not be claimed for days in which the student did not have access to appropriately licensed instructional staff. The purpose of the rule regarding checking in with the teacher of record is to assure that the teacher can evaluate whether the student is making adequate progress in the course and the student has additional guaranteed opportunities to engage with a teacher. The responsibility of taking attendance must be performed by the teacher of record, not another staff member (e.g., the registrar or school secretary).

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

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Update procedures for district-owned devices to match cleaning requirements (see section 2d of the <i>Ready Schools, Safe Learners</i> guidance).	1 online devices will be used only in the classroom and will be cleaned regularly and between each student use
<input checked="" type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
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<ul style="list-style-type: none"> ☒ Handwashing: All people on campus should be advised and encouraged to wash their hands frequently. ☒ Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. ☒ Events: Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. ☒ Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. ☒ Personal Property: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner. 	<ul style="list-style-type: none"> ● Handwashing: OHS will provide a portable handwashing station or hand sanitizer station at the Quest classroom door ● Equipment: will be sanitized between each use ● Events: no events scheduled ● Transitions/Hallways: transitions will be done with each small cohort. Schedules will be made so cohorts are not in the classroom/hallway/waiting area at the same time. With a 20 minute rest period after sanitizing complete ● Personal Property: students will keep any personal property in their own cubbie in the classroom
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2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☒ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Develop sign-in/sign-out protocol to help facilitate contact tracing: <ul style="list-style-type: none"> ● Eliminate shared pen and paper sign-in/sign-out sheets. ● Ensure hand sanitizer is available if signing children in or out on an electronic device. ☒ Install hand sanitizer dispensers near all entry doors and other high-traffic areas. ☒ Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible. 	<p>See above</p>

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Seating: Rearrange student desks and other seat spaces to at least six feet apart; assign seating so students are in the same seat at all times. ☒ 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 through signage and regular reminders from staff of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of and hands washed or sanitized immediately. <ul style="list-style-type: none"> ● Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. 	<ul style="list-style-type: none"> ● Seating: student seating will maintain 6 feet of social distancing ● Materials: materials will not be shared if at all possible. If required to be shared, sanitized between use ● Handwashing: signage will be put up in the classroom; hand washing and hand sanitizing will be used and encouraged regularly

2g. PLAYGROUNDS, FIELDS, RECESS, AND BREAKS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see 	<p>No playground equipment or outdoor activities at Quest Adult School at this time</p>

<p>Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations).</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Students must wash hands before and after using playground equipment. <input checked="" type="checkbox"/> Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect between sessions and between each group's use. <input checked="" type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements. <input checked="" type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). <input checked="" type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts. <input checked="" type="checkbox"/> Clean all outdoor equipment between cohorts. 	<p>If in recreational settings all requirements in this plan and others will be followed.</p>
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2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Include meal services/nutrition staff in planning for school reentry. <input type="checkbox"/> Staff serving meals must wear face shields or face covering (see section 1h of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Students must wash hands before meals and should be encouraged to do so after. <input type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed. <input type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. <input type="checkbox"/> Adequate cleaning of tables between meal periods. 	<p>Meals not served by Quest Adult School staff but hospital staff will ensure that students are not eating in any cohorts other than the one they are in and not in mixed groups.</p>

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service. <input type="checkbox"/> 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). <input type="checkbox"/> Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. <ul style="list-style-type: none"> ● If a student displays symptoms, provide a face shield or face covering and keep student at least six feet away from others. Continue transporting the student. <ul style="list-style-type: none"> ○ If arriving at school, notify staff to begin isolation measures. ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. <input type="checkbox"/> 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. <input type="checkbox"/> Drivers wear face shields or face coverings. <input type="checkbox"/> 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). 	<p>Students live at OSH, no transportation is involved.</p>

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings, restrooms, and playgrounds. ☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ☒ Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. For example, do not use fans if doors and windows are closed and the fans are recirculating the classroom air. ☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. ☒ Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces). ☒ Air circulation and filtration are helpful factors in reducing airborne viruses. Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance). 	<p>OSH Environmental Services will disinfect the classroom and all space used by students and staff on a daily basis, after students and staff are gone for the day.</p> <p>Quest Adult School staff will sanitize between each cohort.</p>

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. ☒ Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC). ☒ Prioritize immunizations and other needed health services for students, including behavioral health and reproductive health services. 	<p>OSH has RNs who are on these teams.</p> <p>This is handled by the OSH and will be adhered to as per state regulations. Typically at the age of 18 these requirements are completed.</p>



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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 	<p>WESD will work together with OSH and follow their plan and our Communicable Disease plan and the OSH plans have contingencies for this reporting; WESD will also report to LPHA and other agencies as required</p>

nurse, or designated staff, on the diagnosed case(s). Likewise, the LPHA will impose restrictions on contacts.

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3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Follow the district’s or school’s outbreak response protocol. Coordinate with the LPHA for any outbreak response. <input checked="" type="checkbox"/> If anyone who has been on campus is known to have been diagnosed with COVID-19, report the case to and consult with the LPHA regarding cleaning and possible classroom or program closure. <input checked="" type="checkbox"/> Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students. <input checked="" type="checkbox"/> When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district. <input checked="" type="checkbox"/> Modify, postpone, or cancel large school events as coordinated with the LPHA. <input checked="" type="checkbox"/> If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students. <input checked="" type="checkbox"/> Continue to provide meals for students. <input checked="" type="checkbox"/> Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families. 	<p>We will follow WESD and OSH protocol for any outbreak.</p> <p>Our hybrid model of instruction is geared to meet the needs of students in a face to face manner and a virtual model.</p>

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Plan instructional models that support all learners in Comprehensive Distance Learning. <input checked="" type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. <input checked="" type="checkbox"/> Communicate with families about options and efforts to support returning to On-Site instruction. <input checked="" type="checkbox"/> Follow the LPHA guidance to begin bringing students back into On-Site instruction. <ul style="list-style-type: none"> ● Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools. 	



ASSURANCES

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

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

This section does not apply to private schools.

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



4. Equity



5. Instruction



6. Family and Community Engagement



7. Mental, Social, and Emotional Health



8. Staffing and Personnel

Assurance Compliance and Timeline

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

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