OREGON DEPARTMENT OF EDUCATION

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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	Burns High School; Harney County School District #3
Key Contact Person for this Plan	Robert Medley
Phone Number of this Person	(541) 573-2044
Email Address of this Person	robertmedley@hcsd3.k12.or.us
Sectors and position titles of those who informed the plan	Principal, Vice-Principal, Superintendent, Transportation Supervisor, Student Services Director, Technology Supervisor, Food Services Director
Local public health office(s) or officers(s)	Jolene Cawlfield
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Robert Medley, Erin Toelle, BHS Staff
Intended Effective Dates for this Plan	August 2020 through June 2021
ESD Region	Harney ESD

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[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.

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.

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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.
We have set up our plan and have chosen the hybrid model with students returning on an A/B rotating schedule. Whenever possible, we will be operating in the A/B model unless the metrics dictate otherwise. Our ultimate goal is to have our students in person in our buildings. The metrics will determine the model that we will be using.

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.
Burns High School will be implementing a combination of two platforms to meet our students needs during Comprehensive Distance Learning. All of our core classes and many electives will utilize the APEX Learning platform while our CTE classes will utilize the iCEV stand alone curriculum. Our standard, adopted curriculum will be used as well. Both of these platforms have the Oregon State Standards built in and also comply with Division 22 requirements with regards to curriculum. We will be utilizing our para pros to help provide support for our students on IEP's and 504's as well as our highly vulnerable student population. We believe that our students will receive a quality education through these platforms and that the transition back into the brick and mortar educational model will be smooth for our students and staff.

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.**

Our anticipated timeline for the use of the Comprehensive Distance Learning model will be the end of our first trimester, which is on Friday , November 20th. At such time our plan is to transition to our designed hybrid model which is listed throughout the remainder of this document. We are confident that when this time approaches our plan will provide a safe and productive educational environment for all of our students and staff. We will be re-evaluating our county status and safety protocols at the 6 week mark, October 5th, for gradual re-entry.

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	The following links are to health authorities and policies, which guided us in drafting our Operation Blueprint for School Reentry 2020-2021 The following links are to health authorities and policies, which guided us in drafting our Operation Blueprint for School Reentry 2020-2021. COVID-19 reports will be made to our Local Public Health Authority's Director, Nick Calvin. The protocol for communicating COVID-19 cases is under development and will be added to this Operation Blueprint when completed by the LPHA. Center for Disease Control Oregon Health Authority Harney County Health Department School Board Policy on concerning Communicable Disease for Staff and Student Ready Schools, Safe Learning Guidance for the 2020-2021 School Year

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.

☒ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.

☒ Protocol to respond to potential outbreaks (see section 3 of the ***Ready Schools, Safe Learners*** guidance).

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.
 	
Medically Fragile, Complex and Nursing-Dependent Student Requirements
☒ 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
	1) All students are given the opportunity to self-identify as vulnerable or living with a vulnerable family member.
	
	**Students**
	  ● All students identified as vulnerable, either by a physician, or parent/guardian notification, will be enrolled in online instruction with weekly check-ins.
	  ● Students who experience disability will continue to receive specially designed instruction.
	  ● Students with language services will continue to receive English Language Development.
	
	**Visitors/Volunteers**
	  ● Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only.

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 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.

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.	***Overall:*** - Remove extra furniture to make more room - Removing fabric-covered furniture - Assign seating to maximize physical distancing and minimize physical interaction.

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. ☒ 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.	Below are the identified stable cohorts to ensure capability for contact tracing. ***1) Transportation Cohort*** - This is a stable group of students each day. - Stable groups can be varied by AM/PM routes. - Updated contact-tracing logs are required for each run of a route. 2) ***Burns High School Cohorts*** 9th-12th Grade students will be broken into 2 groups: Cohort A

| ☒ 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. | Cohort B
These cohorts will remain intact throughout the school year in order to maintain proper contact tracing, group limitations and social distancing requirements

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 |

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.	***Communication:*** ● The district safety committee (w/LPHA) will develop communication to staff, students and families on the infection control measures being implemented to prevent spread of disease (see communicable disease plan) ● The district safety committee (w/LPHA) will develop protocols for communicating with anyone who has come into close/sustained contact with a confirmed case or when a new case has been confirmed and how the district is responding. ● The district safety committee (w/LPHA) will update communicable disease plans with communication protocols.

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:
   ● 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:
     o Trouble breathing
     o Persistent pain or pressure in the chest
     o New confusion or inability to awaken
     o Bluish lips or face
     o Other severe symptoms
 	
☒ 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***
	Screening Students:
	● Our cohorts will be split into an A/B schedule upon entry into the school our Freshmen and Sophomores will enter through our south entry doors where they will be visually screened and questioned on any possible changes to their health and any possible COVID-19 related symptoms.
	
	● Our Juniors and Seniors will enter through our main entrance where they will be visually screened and questioned on any possible changes to their health and any possible COVID-19 related symptoms.
	
	● Our Juniors and Seniors will follow the same screening protocol when returning from their off campus lunch time. We will not allow any non-family members to leave with other students during the lunch time.
	
	● Any student or staff member that seems to be showing any visible signs of COVID-19 related symptoms, or verbally communicates that they were recently exposed or have related COVID-19 related symptoms will be isolated immediately.
	
	● When the screening indicates that a student may be symptomatic, the student is directed to the office. *Follow established protocol from CDP (see section 1a).
	
	● Handwashing stations or hand-sanitizers will be placed by each entrance prior to student entrance to classes, or students will utilize classroom stations to wash hands.

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.

- There are transportation specific screening protocols that must be followed. See section 2i for more information

Screening Staff:
- Staff are required to report when they may have been exposed to COVID-19.
- Staff are required to report when they have symptoms related to COVID-19.
- Staff members are not responsible for screening other staff members for symptoms.

Ongoing: Weekly note: Reminders to parents to report actual symptoms when calling students in sick as part of communicable disease surveillance. Any student or staff known to have been exposed (e.g., by a household member) to COVID-19 shall not be allowed on campus until the passage of 14 calendar days after exposure and until symptoms (e.g., fever, cough, shortness of breath, sore throat, headache) are improving.

Do not exclude staff or students who have a cough that is not a new onset or worsening cough (e.g., asthma, allergies, etc.) from school.

Parents/guardians can provide information regarding existing conditions that cause coughing to be utilized for the purpose of screening, as previously existing coughs that are not worsening are not considered symptomatic of COVID-19.

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/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.

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

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.
	Facial Shields
	Facial shields are required and will be provided for:
	    ● Speech Language Pathologist
	    ● Bus drivers
	    ● Front office staff
	
	Facial Coverings
	Facial coverings are not synonymous with facemasks.
	
	Facial coverings are **required** and will be provided for:
	    ● Child Nutrition Program staff
	
	Facial coverings are **strongly encouraged** for:
	    ● Music teacher
	    ● PE Teacher
	    ● Special Education staff
	
	Facial coverings are **recommended** for:
	    ● All staff
	
	Facial covering are **NOT recommended** for:
	    ● Children under the age of 12;
	    ● Children of any age should not wear a face covering:

- 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.
  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.

- ○ If they have a medical condition that makes it difficult for them to breathe with a face covering;
- ○ If they experience a disability that prevents them from wearing a face covering;
- ○ They are unable to remove the face covering independently; or o While sleeping.

- **Face coverings cannot be required for use by children and should never prohibit or prevent access to instruction or activities**

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 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.
	● Defer to district Communicable Disease Management Plan for appropriate isolation determination and processes.
	
	● Each school principal (or designee) will connect weekly with the school nurse on updates for plan and isolation measures taken to that point.
	
	● All students who become ill at school with excludable symptoms will remain at school supervised by staff until parents can pick them up in the designated isolation area. Students will be provided a facial covering (if they can safely wear one). Staff should wear a facial covering and maintain physical distancing, but never leave a child unattended.
	
	● While exercising caution to maintain (ensure) safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family.
	
	● Staff will maintain student confidentiality as appropriate.
	
	● Daily logs must be maintained containing the following:
	   ○ Name of students sent home for illness, cause of illness, time of onset, as per designated communicable disease surveillance logs; and
	   ○ Name of students visiting the office for illness symptoms, even if not sent home, as per routine health logs
	
	● Staff and students with known or suspected COVID-19 cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school. In no case can they return before:
	   ○ the passage of 14 calendar days after exposure; and
	   ○ symptoms have been resolved for 72 hours without the use of anti-fever medications.

- 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.

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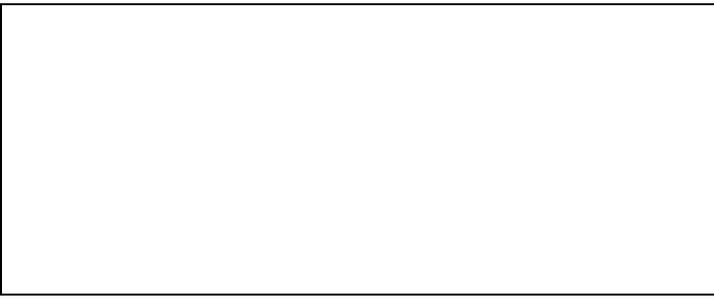
2. Facilities and School Operations

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.
	● All students will be enrolled following the Oregon Department of Education guidelines.
	● No student will be dropped for non-attendance if they meet the following conditions:
	   ○ Are identified as vulnerable, or otherwise considered to be part of a population vulnerable to infection with COVID-19
	   ○ Have COVID-19 symptoms for the past 14 days

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.	● Attendance will be taken twice per week following ODE guidance. ● Attendance policies and plans will encourage staff and students to stay home if someone in their house is sick. ● Teachers will notify the principal when the absence rate has increased by 20% or more. ● The principal will report this increase to the LPHA.

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).	● Clean and sanitize each device brought in for updates, repair, return, inventory, or redistribution. ● Continue Google Classroom work to facilitate continuous learning experiences that occur on-site and in a distance

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	learning setting (off-site); include options for digital learning and provision for non-digital distance learning where internet and computers will not be available. ● Update family survey: collect information about the numbers, types, and condition of devices used in their homes to support remote learning. Share the list of all the software and student-facing technology solutions with families. ● Plan for adequate technology at home for off-site working, teaching, and learning. ● Review technology policies and data privacy policies and update if needed. ● Establish technical support workshops that will be available to parents/guardians and students that will support the use of technology. ●

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 personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.	● **Handwashing:** Provide age appropriate hand washing education, define appropriate times to wash hands, and provide hand sanitizer when hand washing is not available. ● **Equipment:** All classroom supplies and PE equipment will be cleaned and sanitized before use by another student or cohort group. ● **Safety Drills:** During fire drills (and all other safety drills), all cohort classes will be physically distanced during exit, recovery, and reentry procedures. ● **Events:** Field trips will be designed virtually for the school year. All assemblies, athletic events, practices, special performances, schoolwide parent meetings and other large gatherings will be modified and altered throughout the year to satisfy state executive orders. ● **Transitions/Hallways:** Hallway traffic direction marked to show travel flow ● **Personal Property**: Each classroom will have a limit on the number of personal items brought in to school. A full list will be sent home prior to classes starting with allowable items (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 not shared with other students ● **Restrooms:** Each cohort will have designated restroom schedules alleviating waiting and large groups. If this cannot be maintained, the restrooms will be cleaned multiple times throughout the day.

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	● Freshman and Sophomores will be dropped off at the south entry. ● Juniors and Seniors will be dropped off at the front entry. ● Handwashing stations or hand sanitizer dispensers will be placed near all entry doors and other high-traffic areas. ● Burns High School will express the need to keep drop-off/pick-up interactions as brief as possible.

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.

- Mark specific areas and designate one-way traffic flow for and on-foot students and staff as needed.

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:** Rearrange student desks and tables to at least six feet apart; assign seating so students are in the same seat at all times. ● **Materials:** Each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.). If needed to share, these items will be cleaned frequently. Hand sanitizer and tissues will be available for use by students and staff. ● **Handwashing:** Post age appropriate signage and provide regular reminders for hand washing. ● **Furniture:** All upholstered furniture, throw rugs and soft seating has been removed from the school building. ● **Classroom Procedures:** All classes will use an assigned cubby or storage spaces for individual student belongings. If a classroom uses a permanent restroom/hall passes it must be cleaned and sanitized between student use. Consider other options and elimination of shared passes. ● **Seating:** Each class and hallway will have visual aids (e.g., painter's tape, stickers, etc.) to illustrate traffic flow, appropriate spacing, assigned seating areas. ● **Environment:** When possible, windows will be open in the classroom before students arrive and after students leave. Each classroom will hold classes outside when possible and encourage students to spread out.

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 <u>or</u> 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.).	● Students must wash hands before and after exiting the building for any reasons. ● Our Juniors and Seniors will follow the same screening protocol when returning from their off campus lunch time. We will not allow any non-family members to leave with other students during the lunch time.

☒ 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.	
☒ 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 or 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.	● Students will pick up food in the cafeteria and return to a classroom, dine outside in the courtyards, or inside the cafeteria when space allows, while maintaining physical distancing requirements. ● All meals will be eaten in the classroom. ● All students must wash hands prior to meals. If possible, students will wash hands in the classroom. If not, follow hallway and restroom procedures above. ● Students will not share utensils or other items during meals. ● Each table/desk will be cleaned prior to meals being consumed. ● All trays and utensils will be disposable

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.
         ○ 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).
 ☒ 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.
	● Each bus driver will be required to:
	     ○ Visually screen students for illness o Maintain logs for contact-tracing
	
	 ● Each bus will have:
	     ○ three (3) feet of physical distance between passengers
	     ○ six (6) feet of physical distance between the driver and passengers (except during boarding and in assisting those with mobility devices); reinforce this requirement by cordoning off seats as appropriate.
	
	 ● Use visual cues (e.g., floor decals, colored tape or signs) to discourage students from standing and sitting within three (3) feet of other passengers, drivers and other transit employees on the bus.
	
	 ● Clean and sanitize buses between cohort routes.
	
	 ● Meet 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.

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).	● All frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) will be cleaned between uses at least 3 times per day. ● Ventilation systems will be checked and maintained monthly by maintenance staff

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ OAR 581-022-2220 Health Services, requires districts to "maintain a prevention-oriented health services program for all students" including space to isolate sick students and services for students with special health care needs. 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 behavioral health providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	● Each school will provide age appropriate hand hygiene and respiratory etiquette education to endorse prevention. This includes website, newsletter and signage in the school setting for health promotion. ● Schools will practice appropriate communicable disease isolation and exclusion measures. ● Staff will participate in required health services related training to maintain health services practices in the school setting. ● COVID-19 specific infection control practices for staff and students will be communicated. ● Review of 504 and IEP accommodations and IHP's will be advised to address vulnerable populations. ● Immunization processes will be addressed as per routine timeline, which prioritizes the beginning of the year and new students. Information for immunization clinics will be provided to families. ● Continuity of existing health management issues will have a plan for sustaining operations alongside COVID-19 specific planning (i.e. medication administration, diabetic care).

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.	

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.	● Coordinate Communication with the Local Public Health Authority. ● If the region impacted is in Harney County the Local Health Department (LHD) will provide school-centered communication and will potentially host conference calls. ● When cases are identified in the local region a response team should be assembled within the district and responsibilities assigned within the school district. ● Identify baseline absentee rates to determine if rates have increased by 20% or more. ● Temporarily dismiss students attending childcare facilities, K12 schools. Modify, postpone, or cancel large school events as coordinated with LHD. ● Work with LHD to establish timely communication with staff and families. ● When novel viruses are identified in the school setting, and the incidence is low, the local health department will provide a direct Page 14 of 16 report to the district nurse on the diagnosed case. Likewise, the LHD will impose restrictions on contacts. ● Establish a specific emergency response framework with key stakeholders.

	● If school closure is advised by the local public health department, consultation should occur between legal, union and district administration to ensure processes are consistent with legal preparedness processes

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.	● In the event of a closure, the district will initiate the Distance Learning Model and schedule. ● The district safety committee (w/LPHA)) will develop clear communication on the criteria that must be met in order for on-site instruction to resume and relevant timelines with staff, students, and families. Center for Disease Control and Prevention Oregon Health Authority Harney County Health Department School Board Policy Concerning Communicable Disease for Both Students and Staff

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.	● Distance learning and in-person learning will be planned in collaborative teams, allowing for students (and the school community) to move between an in-person and distance learning model. In the event of school closure, all students and staff will participate in distance learning temporarily. Center for Disease Control and Prevention Oregon Health Authority Harney County Health Department School Board Policy Concerning Communicable Disease for Both Students and Staff

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*
● Burns High School assures that we have and are able to maintain the requirements set by the Oregon Department of Education sections 1-8.	● Not applicable_ Burns High School has met all requirements