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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	COIC La Pine Classroom
Key Contact Person for this Plan	John Bouchard, Ed. D.
Phone Number of this Person	541 420 2239
Email Address of this Person	jbouchard@coic.org
Sectors and position titles of those who informed the plan	Bend La Pine administrative staff, High Desert ESD admin staff, parents, and COIC teaching staff
Local public health office(s) or officers(s)	Deschutes County Public Health (DCPH) Laura Hart
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Debra Sayre
Intended Effective Dates for this Plan	September 1, 2020 – June 30, 2021
ESD Region	High Desert 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.

> We currently consult with stakeholders including administrators from the High Desert ESD and Bend La Pine SD, COIC teachers and employment counselors, parents and students. This is done primarily through phone calls, emails and texts because of the small numbers. Additionally, a survey will be posted on the COIC website in addition to the Communicable Disease Management Plan.

3. Indicate which instructional model will be used.

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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.

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.
The July 28 guidance from the governor established metrics for reopening that may not permit COIC to implement the Hybrid model described in this document. However, the basic elements of this Hybrid model can be adapted to Distance Learning until the situation in Oregon and Deschutes County meet the governor's criteria for student and staff safety.

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.
COIC-LA Pine School Re-entry Plan **Distance Learning Adaptation to Hybrid Plan** **August 11, 2020**

Overview
1) COIC uses Odysseyware and AZTEC Learner Management Systems and teacher produced packets and videos as part of the asynchronous teacher-facilitated learning. Synchronous opportunities are provided daily by means of scheduled Zooms for each of the 4 cohorts.
2) Odysseyware has adaptions for students including the text aloud, a variety of language translations and adjustable font sizes. Classes are customized depending on student needs.
3) The assigned COIC teacher is available by message (Odysseyware and AZTEC), phone, and Zoom video during the school day for instruction and help.
4) School year starts with virtual orientation for parents and caregivers so that all understand the virtual tools and procedures.
5) The cohort data are from the October 1, 2019 COIC La Pine Database with the assumption that September, 2020 will be similarly distributed. This model establishes a process by which cohorts can set up, augmented, reduced, or quarantined.
6) The 4 Cohorts will roll over into the Hybrid Plan when conditions warrant.

General Plan
1) This is an adaptation to hybrid plan in which there are morning and afternoon sessions that meet on Monday and Wednesday and Tuesday and Thursday. ~~Crew is all day, Monday, Tuesday, and Thursday.~~
2) Essentially, each student is expected to work at home asynchronously with 2 weekly synchronous sessions in the virtual (Zoom) COIC classroom with a teacher and peer group. Applied learning experiences are assigned during this time with instructional support available.
3) The cohort teacher will check in with each assigned student via Zoom each school morning.
4) Zooms will begin with an Advisory period to enhance engagement, mental social and emotional health.
5) Each cohort teacher grades and tracks attendance and school work completion.
6) La Pine COIC Communicable Disease Management Plan describes details of the COVID-19 response.

Hybrid Plan Adaptation to Distance Learning

1) Intake occurs virtually. Parent communication schedule established.

2) GED Pre-testing occurs at home. Parent informed of results and related ed plan.

3) Cohorts strategically arranged by GED scores in Math and LA:

a) 4 cohorts, labelled LP1 through LP4, set up in the am and pm to meet Monday and Wednesday and Tuesday and Thursday. Attendance monitored per ODE guidelines. Although virtual class time is set up by cohort with a zoom, each session is open to any student with a specific question. Because of the small cohort size, this will not be disruptive.

4) No scheduled synchronous learning on Friday – teacher office hours from 8:30 – 3:30 or by arrangement.   Office hours to deal with individual tutorials or parent meetings. ~~Saturday & Sunday office hours 9:00 – 5:00.~~

5) Tight adherence to timetables.

6) **NEW!** GED testing will occur in Bend, La Pine, and Prineville on Fridays when circumstances permit. COIC is now authorized by the GED Testing Service to administer paper tests in the COIC Bend, La Pine, and Prineville classrooms. GED testing will also occur virtually by means of Online Proctored (OP) tests from GED Testing Service.

Tentative Cohort Schedule: Numbers of students in parentheses; 4 cohorts labelled LP1 – LP4

	Teacher	Monday	Tuesday	Wednesday	Thursday	Friday
AM	Deb Sayre	LP1 Math <135 (7)	LP2 Math 135-139 (8)	**LP1 MA <135 (7)**	LP2 Math 135-139 (8)	
	~~Rhett Coble~~	~~LP9 Crew (3)~~	~~LP9 Crew (3)~~	~~Crew stays home~~	~~LP9 Crew (3)~~	
		←—————————————	**Teacher Lunch & Cleanup**	—————————————→		Cleanup and Office hours
PM	Sayre	LP3 Math 140-145 (5)	LP4 Math > 150 (6)	LP3 Math 140-145 (5)	LP4 Math > 150 (6)	
	~~Coble~~	~~LP9 Crew (3)~~	~~LP9 Crew (3)~~	~~Crew stays home~~	~~LP9 Crew (3)~~	

Teacher Cohort Assignments

Teacher	#Kids	Cohort			
Deb Sayre	26	LP1 (7)	LP2 (8)	LP3 (5)	LP4 (6)
Rhett Coble[a]	3	LP9 (3)			
Total	26				

[a] Rhett will be available for GED proctoring on Friday and Wednesday.

Monday & Wednesday
All starts at 8:30; all exits 11:30

		AM	
Cohort	Student	Entry	Exit
LP1 (Deb Sayre)	LP1-1	8:30:00	11:30:00
	LP1-2	8:30:00	11:30:00
	LP1-3	8:30:00	11:30:00
	LP1-4	8:30:00	11:30:00
	LP1-5	8:30:00	11:30:00
	LP1-6	8:30:00	11:30:00
	LP1-7	8:30:00	11:30:00
		8:30:00	11:30:00
~~LP9 (Rhett Coble)~~	~~LP9-1~~	~~8:34:00~~	
	~~LP9-2~~	~~8:34:30~~	
	~~LP9-3~~	~~8:35:00~~	

		PM	
	All starts 12:15; all exits 15:15		
Cohort	Student	Entry	Exit

Cohort	Student	Entry	Exit
LP3 (Deb Sayre)	LP3-1	12:15:00	15:15:00
	LP3-2	12:15:00	15:15:00
	LP3-3	12:15:00	15:15:00
	LP3-4	12:15:00	15:15:00
	LP3-5	12:15:00	15:15:00
LP9 (Rhett Coble)	LP9-1		15:00:00
	LP9-2		15:00:30
	LP9-3		15:01:00

Tuesday & Thursday

AM

Cohort	Student	Entry	Exit
LP2 (Deb Sayre)	LP2-1	8:30:00	11:30:00
	LP2-2	8:30:00	11:30:00
	LP2-3	8:30:00	11:31:00
	LP2-4	8:30:00	11:31:00
	LP2-5	8:30:00	11:32:00
	LP2-6	8:30:00	11:32:00
	LP2-7	8:30:00	11:33:00
	LP2-8	8:30:00	11:33:00
LP9 (Rhett Coble)	LP9-1	8:34:00	
	LP9-2	8:34:30	
	LP9-3	8:35:00	

PM

Cohort	Student	Entry	Exit
LP4 (Deb Sayre)	LP4-1	12:15:00	3:15:00
	LP4-2	12:15:00	3:15:00
	LP4-3	12:15:00	3:15:00
	LP4-4	12:15:00	3:15:00
	LP4-5	12:15:00	3:15:00
	LP4-6	12:15:00	3:15:00
LP9 (Rhett Coble)	LP9-1		15:00:00
	LP9-2		15:00:30
	LP9-3		15:01:00

Because this Distance Learning Plan is an adaptation of the COIC Hybrid Plan, the switch to cohort physical attendance described in this document will be relatively seamless; students will be habituated to meeting at the scheduled time with the teacher specific to their cohort.

Whenever the state and county metrics have met the established criteria, COIC students will resume attendance at the COIC facility as described in this Hybrid Plan.

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).	

OHA/ODE Requirements	Hybrid/Onsite Plan

☐ Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit.
    • If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the **Ready Schools, Safe Learners** guidance), the daily log may be maintained for the cohort.
    • If a student(s) is not part of a stable cohort, then an individual student log must be maintained.
☐ Required components of individual daily student/cohort logs include:
    • Child's name
    • Drop off/pick up time
    • Parent/guardian name and emergency contact information
    • All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student
☐ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.
☐ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.
☐ 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.	

OHA/ODE Requirements	Hybrid/Onsite Plan

• Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.
• Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.
• The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association.
• Service provision should consider health and safety as well as legal standards.
• Work with an interdisciplinary team to meet requirements of ADA and FAPE.
• High-risk individuals may meet criteria for exclusion during a local health crisis.
• Refer to updated state and national guidance and resources such as:
   ○ U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.
   ○ ODE guidance updates for Special Education. Example from March 11, 2020.
   ○ OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education.'
   ○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.	

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.	

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.	
☐ 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.	

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.	

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.	

OHA/ODE Requirements	Hybrid/Onsite Plan

• 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 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.	

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.	

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:	

OHA/ODE Requirements	Hybrid/Onsite Plan

• Offering different types of face coverings and face shields that may meet the needs of the student.
• Spaces away from peers while the face covering is removed; students should not be left alone or unsupervised.
• Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease;
• Additional instructional supports to effectively wear a face covering;
☐ For students with existing medical conditions, doctor's orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny access to On-Site instruction.
☐ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020.
    • If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school or district must:
       1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments.
       2. Placement determinations cannot be made due solely to the inability to wear a face covering.
       3. Plans should include updates to accommodations and modifications to support students.
    • Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:
       1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.
       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	

OHA/ODE Requirements	Hybrid/Onsite Plan
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.	

<p align="center">1i. ISOLATION MEASURES</p>

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.	

OHA/ODE Requirements	Hybrid/Onsite Plan
• Symptomatic staff or students should be evaluated and seek COVID-19 testing from their regular physician or through the local public health authority. • If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If a clear alternative diagnosis is identified as the cause of the person's illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance should be followed and person should be fever-free for 24 hours, without use of fever reducing medicine. A physician note is required to return to school, to ensure that the person is not contagious. • If they do not undergo COVID-19 testing, the person should remain at home for 10 days and until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. ☐ Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists). ☐ Record and monitor the students and staff being isolated or sent home for the LPHA review.	

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.	

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.	

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Update procedures for district-owned or *school-owned* devices to match cleaning requirements (see section 2d of the ***Ready Schools, Safe Learners*** guidance). ☐ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	

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:** ● **Equipment:** ● **Events:** ● **Transitions/Hallways:** ● **Personal Property**:

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☐ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☐ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the ***Ready Schools, Safe Learners*** guidance). ☐ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. • Eliminate shared pen and paper sign-in/sign-out sheets.	

OHA/ODE Requirements	Hybrid/Onsite Plan
• 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.	

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:** • **Materials:** • **Handwashing:**

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). ☐ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. ☐ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. ☐ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with CDC guidance. ☐ Cleaning requirements must be maintained (see section 2j of the **Ready Schools, Safe Learners** guidance). ☐ Maintain physical distancing requirements, stable cohorts, and square footage requirements. ☐ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). ☐ Design recess activities that allow for physical distancing and maintenance of stable cohorts. ☐ Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. ☐ 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).	

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after.	
☐ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed.	
☐ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.	
☐ Adequate cleaning of tables between meal periods.	
☐ Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.	

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Include transportation departments (and associated contracted providers, if used) in planning for return to service.	
☐ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the *Ready Schools, Safe Learners* guidance).	

☐ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This can be done at the time of arrival and departure.
    • If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student.
    • If arriving at school, notify staff to begin isolation measures.
        o If transporting for dismissal and the student displays an onset of symptoms, notify the school.	

☐ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.	
☐ Drivers wear face shields or face coverings when not actively driving and operating the bus.	
☐ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).	
☐ 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.	

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.	

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ 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).	

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).	

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:	

OHA/ODE Requirements	Hybrid/Onsite Plan
• 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.	

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.	

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Plan instructional models that support all learners in Comprehensive Distance Learning.	

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ 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.	

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*