



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 6/30/2020

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Insight School of Oregon Painted Hills
Key Contact Person for this Plan	Sonimar Villegas
Phone Number of this Person	541-460-8927
Email Address of this Person	svillegas@k12.com
Sectors and position titles of those who informed the plan	
Local public health office(s) or officers(s)	
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Sonimar Villegas
Intended Effective Dates for this Plan	SY 2020-2021
ESD Region	

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.

Our program has been much more intentional in the outreach we provide all students to include providing technical support in a more proactive manner. Additionally, we have supported families in obtaining the information that they need to enroll in our schools more efficiently.

3. Indicate which instructional model will be used.

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 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dfc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dfc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Schools providing On-Site or Hybrid Instructional Models do not need to complete this section.

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

Our model of instruction has always been the comprehensive distance learning model. We have had a few face-to-face opportunities such as planned outings, "Meet the Teacher" events, prom, and graduation. However, those will be assessed and changed to virtual as deemed necessary based on any COVID-19 related updates.

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

Section 1: Framing Values and Understanding Distance Learning

We provide a full academic learning experience as part of our standard program. We use a combination of synchronous and asynchronous opportunities for students to engage in learning. We require students to attend synchronous sessions daily as well as completing asynchronous activities. We have a STeam (Student Support Team) that are devoted to the learning experience of both the students and the parents who serve as learning coaches. We provide materials (both online and offline), offer computers, and offer a stipend of internet cost to all students to ensure equity of access to the academic programs. We have a school social worker and counselors. We will utilize 7 Mindsets as the SEL tool. All students have been provided with a credit assurance plan and we will continue to work with students in order to ensure that students can earn credits that they started during the Spring 2020 semester. We have a comprehensive Special Education Department that provides SDI. This next school year, we will begin implementing a co-teaching model in order to continue to support students. We have staff dedicated to both the Section 504 and EL qualified students. We have hired a teacher that is certified as a TAG teacher to support any students that qualify.

Section 2: Academic Conditions for Comprehensive Distance Learning

We provide the full array of academic opportunities including electives, clubs, and other opportunities for students to engage in coursework. Our STeam provides a strong onboarding program called "Strong Start". The team provides parents and students with orientations and one-to-one sessions to familiarize our families with our platforms, programs, and requirements. All students are required to attend synchronous sessions daily with teachers. Our systems automatically track attendance for staff to follow up on through reports and trackers. We schedule our synchronous sessions to be whole-group and small-group based on academic need. Students are placed in homerooms at every grade level for the purpose of establishing "learning communities" where students can interact with their peers and their teacher on a regular basis. Our teachers are required to build lessons that include standards, learning objectives, and formative assessments for each synchronous lesson they provide. Administration regularly conducts "walkthroughs" and provide teachers with feedback. Teachers are required to develop curriculum maps in advance and identify priority standards that align with Oregon Standards and to utilize the curriculum mapping along with continued DDI practices to plan and develop lessons. All lessons are recorded, and teachers collect artifacts of learning as part of their evaluations. As an additional support to monitoring student progress, the NWEA will be administered 3 times in the school

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

year. The assessment will be given in a small group, proctored setting. The results will be evaluated and used to develop intervention support for students.

Section 3: Operational Conditions for Comprehensive Distance Learning

We monitor attendance daily. Our system automatically tracks attendance for both synchronous and asynchronous engagement. Our homeroom teachers, special education teachers (where applicable), administration, and other support staff (student attendance specialist) monitor attendance through reports and take action where applicable. We have established procedures on how and when this will be monitored via weekly meetings among teaching staff and daily procedures to be followed by the student attendance specialist.

As a part of our program, we offer both national and local club opportunities for students to participate in.

Section 4: Student and Family Support for Comprehensive Distance Learning

Equity and access has been our critical part of our programming since the inception of our programs. We have a Student Resource Coordinator (LCSW) and 2 school counselors who support students in obtaining the resources necessary to eliminate barriers for students and family so that they can engage in their educational experience. We have a Special Programs Academic Administrator, Special Education team, MTSS team, TAG teacher, EL teacher/coordinator, 504 Coordinator, and a student support team (STeam) to support the diverse nature of our student body and to ensure that all student needs are identified and addressed in accordance with federal law, state law, and best practices. Our motto for the school year will be "Relationships First" and will be focused on supporting families from a human-based perspective as well as utilize a strengths-based approach. We will be continuing to implement the 7 Mindsets curriculum with our students.

At the start of the school year and as part of our "Strong Start" programming, we meet with families and provide orientations through both our advisors and homeroom teachers along with special programs personnel, when appropriate. We have established communication guidelines and multiple methods to communicate with families while ensuring that we follow FERPA and privacy guidelines. Our administrators will remain present within the school and offer open office hours via synchronous sessions. We will continue to conduct Family and Teacher Pulse Checks to gather feedback from our stakeholders.

Section 5: Digital Learning Needs for Comprehensive Distance Learning

As a fully online education provider, our systems are secure and comply with FERPA and other laws related to student privacy. Students are provided with a stipend for internet access. All teachers have high-speed internet. Every student is offered a computer when they enroll in our schools. Our computers are already installed with filters to assist with student safety while on the web.

We utilize a proprietary learning management system (LMS) for K-5 students and a customized LMS through Desire to Learn (D2L) for our 6-12 program. The LMS incorporate the curriculum, grading, and communication system for our students and teachers. Our students and teachers will meet in virtual classrooms through Blackboard Collaborate and NewRow. Both allow for students to present the lessons, video and audio components, and utilize tools to support engagement between students and teachers. Our educational content and materials are made especially for virtual learning. Our teachers are trained on presenting lessons virtually that meet state-standards, provide formative assessment, and meet the needs of diverse learning. We have designed a comprehensive professional development plan which will be informed by ongoing walk-throughs through an ongoing observation and feedback cycle as well as through our continued data review sessions at a micro and macro level.

Section 6: Preparing Comprehensive Distance Learning

As part of our continuous school improvement planning, we evaluate our program regularly utilizing the feedback obtained from our stakeholders, classroom data, student demographic data, and student assessment data. We have comprehensive supports through our partnership with our curriculum and support provider K12, inc., our collaboration with our partner district, Mitchell School District #55, and through Board oversight.

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

We will continue to be a fully-online education provider. Once it is safe to do so based on the guidance from the State of Oregon, we will commence our face to face activities to include an in-person graduation and face-to-face outings.

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Implement measures to limit the spreads of COVID-19 within the school setting. <input type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. <input type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with the Ready Schools, Safe Learners guidance and other guidance from OHA. <input type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. <input type="checkbox"/> 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. <input type="checkbox"/> Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. <input type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. <input type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students. <input type="checkbox"/> Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner. <input type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others. <input type="checkbox"/> 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
<ul style="list-style-type: none"> <input type="checkbox"/> Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. <ul style="list-style-type: none"> • If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the Ready Schools, Safe Learners guidance), the daily log may be maintained for the cohort. • If a student(s) is not part of a stable cohort, then an individual student log must be maintained. <input type="checkbox"/> Required components of individual daily student/cohort logs include: <ul style="list-style-type: none"> • Child's name • Drop off/pick up time • Parent/guardian name and emergency contact information • All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student <input type="checkbox"/> Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. <input type="checkbox"/> 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. <input type="checkbox"/> 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
<ul style="list-style-type: none"> <input type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. <p>Medically Fragile, Complex and Nursing-Dependent Student Requirements</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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: <ol style="list-style-type: none"> 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. <input type="checkbox"/> 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: <ul style="list-style-type: none"> • 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, 	

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>physical therapy, as well as behavioral and mental health services.</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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
<ul style="list-style-type: none"> <input type="checkbox"/> Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. <input type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining at least six feet between individuals to the maximum extent possible. <input type="checkbox"/> Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. <input type="checkbox"/> 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). <input type="checkbox"/> Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. 	

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. 	

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. <input type="checkbox"/> Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. <input type="checkbox"/> Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers. <input type="checkbox"/> 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
<input type="checkbox"/> Develop a letter or communication to staff to be shared at the start of on-site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. <ul style="list-style-type: none"> • Consider sharing school protocols themselves. <input type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. <ul style="list-style-type: none"> • Consult with your LPHA on what meets the definition of “close contact.” <input type="checkbox"/> Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. <input type="checkbox"/> Provide all information in languages and formats accessible to the school community.	

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 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: <ul style="list-style-type: none"> • Primary symptoms of concern: cough, fever or chills, shortness of breath, or difficulty breathing. • Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. • In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. • Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face ○ Other severe symptoms <input type="checkbox"/> 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.	

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> • Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the Ready Schools, Safe Learners guidance) and sent home as soon as possible. • They must remain home until 72 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving. <p><input type="checkbox"/> Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days.</p> <p><input type="checkbox"/> Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.</p> <p><input type="checkbox"/> Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</p>	

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Restrict non-essential visitors. Only allow visitors if six feet of physical distance between all people can be maintained.</p> <p><input type="checkbox"/> Visitors must wash or sanitize their hands upon entry and exit.</p> <p><input type="checkbox"/> Visitors must wear face coverings in accordance with OHA and CDC guidelines.</p> <p><input type="checkbox"/> Screen all visitors for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.</p>	

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Face coverings or face shields for:</p> <ul style="list-style-type: none"> • Staff who are regularly within six feet of students and/or staff <ul style="list-style-type: none"> ○ This can include staff who support personal care, feeding, or instruction requiring direct physical contact. ○ Staff who will sustain close contact and interactions with students. • Bus drivers. • Staff preparing and/or serving meals. <p><input type="checkbox"/> Face shields, face coverings or clear plastic barriers for:</p> <ul style="list-style-type: none"> • Speech Language Pathologists, Speech Language Pathology Assistants, or other adults providing articulation therapy. • Front office staff. <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> Students who choose not to wear face coverings must be provided access to instruction.</p> <p><input type="checkbox"/> ADA accommodations: If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.</p>	

1i. ISOLATION MEASURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Protocols for surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day. <input type="checkbox"/> Protocols for assessment of students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. <ul style="list-style-type: none"> • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. • Consider required physical arrangements to reduce risk of disease transmission. • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. <input type="checkbox"/> 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. <ul style="list-style-type: none"> • School nurse and health staff in close contact with symptomatic individuals (less than six feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space, and hands washed after removing PPE. • If able to do so safely, a symptomatic individual should wear a face covering. • To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. <input type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility. <input type="checkbox"/> Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. <ul style="list-style-type: none"> • Symptomatic staff or students should seek COVID-19 testing from their regular physician or through the local public health authority. • If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. <ul style="list-style-type: none"> ○ Alternatively, a person who had a positive viral test may return to school when they have received two subsequent negative COVID-19 viral tests at least 24 hours apart and 72 hours have passed since fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. • If they do not undergo COVID-19 testing, the person should remain home until 72 hours after fever is gone, without use 	

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>of fever reducing medicine, and other symptoms are improving.</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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). <input type="checkbox"/> 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
<ul style="list-style-type: none"> <input type="checkbox"/> Enroll all students (includes foreign exchange students) following the standard Oregon Department of Education guidelines. <input type="checkbox"/> Do not disenroll students for non-attendance if they meet the following conditions: <ul style="list-style-type: none"> • Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or • Have COVID-19 symptoms for 10 consecutive school days or longer. <input type="checkbox"/> 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
<ul style="list-style-type: none"> <input type="checkbox"/> On-Site school students: Full-time and part-time students follow normal reporting policy and procedures. <input type="checkbox"/> Full-Time Online and/or Hybrid school students: Full-time students who are enrolled in school and taking online and/or hybrid courses only are reported on an FTE basis using a standard record (ADMProgTypCd = 01) as identified in the Oregon Cumulative Average Daily Membership (ADM) Manual. This is an existing policy previously used in the online setting. As such, there should not be any need to reprogram student information systems to accommodate for this change and the addition of the hybrid setting. <ul style="list-style-type: none"> • Note: Because the students in the online and/or hybrid setting do not regularly attend classes at the district facilities, the standard procedures for recording student days present and days absent cannot be effectively applied to those students. This will reduce accuracy of attendance data for the state while this is in effect. • For the purposes of this section, please use the following definition and clarification: Online and/or Hybrid Check-in: The responsibility of taking attendance must be performed by the teacher of record. "Check-ins" with appropriately 	

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>licensed instructional staff are two-way communications between the student and the teacher. A check-in does not include a student leaving a message on an answering machine or sending an email that does not receive a response from the appropriately licensed instructional staff by the end of the next school day.</p> <ul style="list-style-type: none"> • The student must check-in at least twice a week with their teacher(s) of record on at least two separate weekdays in order to be counted as present for all five days of that week. • If the student only checks in once during the week, the student must be counted as absent for half of the scheduled week (2.5 days, if there are five days scheduled in the week). • The student must be counted as absent for the entire week (five days, if there are five days scheduled in the week) if they do not report in at all during the week. • Note: If a district schedule is based on a four-day school week, the student would still need to check in twice a week as described above in order to be counted as present for the entire week (four days) and once a week to be counted as present for half of the week (two days). • Days in attendance may not be claimed for days in which the student did not have access to appropriately licensed instructional staff. The purpose of the rule regarding checking in with the teacher of record is to assure that the teacher can evaluate whether the student is making adequate progress in the course and the student has additional guaranteed opportunities to engage with a teacher. The responsibility of taking attendance must be performed by the teacher of record, not another staff member (e.g., the registrar or school secretary). <p><input type="checkbox"/> Part-time students receiving online and/or hybrid instruction (not college courses): Students who are not enrolled full-time and are taking online and/or hybrid courses offered by the school district or charter school are reported as large group instruction (program type 4), unless they are an ESD-registered homeschooled or private school student receiving supplemental coursework in public school, which are reported as shared time (program type 9). The district may count up to one hour per day per course taken, provided appropriately licensed teachers for the coursework taken, are available and accessible to the student during regular business hours on each school day to be claimed. Because this is online and/or hybrid instruction, attendance is based on check-ins with the student's appropriately licensed teacher(s) of record at least two times (on different days) during the school week.</p>	

2c. TECHNOLOGY

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

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Handwashing: All people on campus should be advised and encouraged to wash their hands frequently.</p> <p><input type="checkbox"/> Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.</p>	<ul style="list-style-type: none"> • Handwashing: • Equipment:

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 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. <input type="checkbox"/> Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. <input type="checkbox"/> Personal Property: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.	<ul style="list-style-type: none"> ● Events: ● Transitions/Hallways: ● Personal Property:

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. <input type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times. <input type="checkbox"/> Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> Develop sign-in/sign-out protocol to help facilitate contact tracing: <ul style="list-style-type: none"> ● Eliminate shared pen and paper sign-in/sign-out sheets. ● Ensure hand sanitizer is available if signing children in or out on an electronic device. <input type="checkbox"/> Install hand sanitizer dispensers near all entry doors and other high-traffic areas. <input type="checkbox"/> 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
<input type="checkbox"/> Seating: Rearrange student desks and other seat spaces to at least six feet apart; assign seating so students are in the same seat at all times. <input type="checkbox"/> 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. <input type="checkbox"/> Handwashing: Remind students through signage and regular reminders from staff of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of and hands washed or sanitized immediately. <ul style="list-style-type: none"> ● Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. 	<ul style="list-style-type: none"> ● Seating: ● Materials: ● Handwashing:

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 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). <input type="checkbox"/> After using the restroom students must wash hands with soap and water for 20 seconds. <input type="checkbox"/> Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before and after using playground equipment.	

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect between sessions and between each group's use. <input type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements. <input type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). <input type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts. <input type="checkbox"/> Clean all outdoor equipment between cohorts.	

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Include meal services/nutrition staff in planning for school reentry. <input type="checkbox"/> Staff serving meals must wear face shields or face covering (see section 1h of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Students must wash hands 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. <input type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed. <input type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. <input type="checkbox"/> Adequate cleaning of tables between meal periods.	

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service. <input type="checkbox"/> Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. <ul style="list-style-type: none"> • If a student displays symptoms, provide a face shield or face covering and keep student at least six feet away from others. Continue transporting the student. • If arriving at school, notify staff to begin isolation measures. • If transporting for dismissal and the student displays an onset of symptoms, notify the school. <input type="checkbox"/> Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service. <input type="checkbox"/> Drivers wear face shields or face coverings. <input type="checkbox"/> Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).	

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 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.	

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings, restrooms, and playgrounds.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. <input type="checkbox"/> 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. <input type="checkbox"/> Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. For example, do not use fans if doors and windows are closed and the fans are recirculating the classroom air. <input type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. <input type="checkbox"/> 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). <input type="checkbox"/> 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
<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC). 	



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. <input type="checkbox"/> Establish a specific emergency response framework with key stakeholders. <input type="checkbox"/> When new cases are identified in the school setting, and the incidence is low, the LPHA will provide a direct report to the 	

OHA/ODE Requirements	Hybrid/Onsite Plan
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
<input type="checkbox"/> Follow the district’s or school’s outbreak response protocol. Coordinate with the LPHA for any outbreak response. <input type="checkbox"/> If anyone who has been on campus is known to have been diagnosed with COVID-19, report the case to and consult with the LPHA regarding cleaning and possible classroom or program closure. <input type="checkbox"/> Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students. <input type="checkbox"/> When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district. <input type="checkbox"/> Modify, postpone, or cancel large school events as coordinated with the LPHA. <input type="checkbox"/> If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students. <input type="checkbox"/> Continue to provide meals for students. <input type="checkbox"/> 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
<input type="checkbox"/> Plan instructional models that support all learners in Comprehensive Distance Learning. <input type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. <input type="checkbox"/> Communicate with families about options and efforts to support returning to On-Site instruction. <input type="checkbox"/> Follow the LPHA guidance to begin bringing students back into On-Site instruction. <ul style="list-style-type: none"> Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools. 	



ASSURANCES

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

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

This section does not apply to private schools.

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



4. Equity



5. Instruction



6. Family and Community Engagement



7. Mental, Social, and Emotional Health



8. Staffing and Personnel

Assurance Compliance and Timeline

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

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