



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Blanchet Catholic School
Key Contact Person for this Plan	Robin Smith
Phone Number of this Person	5033912639
Email Address of this Person	Robinsmith@blanchetcatholicsschool.com
Sectors and position titles of those who informed the plan	President - Bob Weber, Board Member - Nicole Kennedy, Principal - Robin Smith, CFO - Kevin Fitzpatrick, HS VP - Carlton Wise, MS VP - Corina Moore, Facilities - Ron Miller, Development - Toni Nanneman, Registrar - Chris Lieder
Local public health office(s) or officers(s)	Marion County Public Health
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Bob Weber, Robin Smith
Intended Effective Dates for this Plan	Sept 2020
ESD Region	Willamette ESD

¹ For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.

² For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

³ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

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

In preparations for the coming school year Blanchet is continually working with our community through surveys and communications to develop a plan that would support our learners that want to be on campus for instruction as well as those that choose our distance learning option.

3. Indicate which instructional model will be used.

Select One:

- On-Site Learning Hybrid Learning Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) 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.

Blanchet's digital learning plan is about partnering with students and families and creating an engaging learning environment. While we understand that digital learning is different in many ways than in-person instruction, we believe that, if done effectively, a digital learning plan can be a positive experience for both student and teacher. Connecting with students and having open and constant communication are keys to the success of this plan.

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

Our plan includes several changes from the protocols that were employed over the past three months of the 2019-20 school year. These changes are designed to enhance the learning process for our students and to provide a more streamlined, accessible program for both families and teachers.

Here are the most significant changes to our program:

- **Increased Instruction and Structure to our digital learning days** - Our classes will meet on a regular schedule throughout the week to provide our students with a more structured approach to learning. The chart below outlines our weekly schedule. During these class periods, teachers will be providing increased instruction to our students to enhance the learning experience through video conferencing.
- **One platform for submitting assignments and tracking student work** - All of our teachers will be using Google Classroom this year to distribute assignments, collect homework, and share information such as articles, videos, and other materials with students. We believe this will be a significant

improvement to last spring where various platforms were being used by teachers, making it difficult for students and parents to make sure they were tracking the right information. Google Classroom integrates with our Family Portal. Parents will be able to see grades online and have updates emailed to them with student progress.

- **Opportunities for in-person interaction on campus** - Even while our digital learning protocol is in place, Blanchet will be providing opportunities for students to experience on campus, in-person interactions through a variety of activities, including athletics, drama, clubs, counseling, and academic support. These activities are optional for students and social distancing protocols will be in place, but they will provide students a much needed opportunity to connect with classmates and enjoy activities that support their emotional, spiritual, and mental health. A final schedule of these activities is still being developed.

Blanchet's Digital Learning Weekly Class Schedule

	Monday Blue Day	Tuesday Gray Day	Wednesday Blue Day	Thursday Gray Day	Friday
9:00 - 10: 15 a.m.	1st Period	5th Period	1st Period	5th Period	Office Hours
10:30 - 11:45 a.m.	2nd Period	6th Period	2nd Period	6th Period	Office Hours
12:15 - 1:30 p.m.	3rd Period	7th Period	3rd Period	7th Period	Cav Club
1:45 - 3:00 p.m.	4th Period	0 Period & Cav Club	4th Period	0 Period & Cav Club	Cav Club
4:00 - 8:00 p.m.	Co-Curriculars	Co-Curriculars	Co-Curriculars	Co-Curriculars	

Here are some additional details of the digital learning protocol:

- Shifting to a block schedule will allow students and teachers to focus on fewer classes each day and allow for more instruction and interaction between teacher and student.
- Each period will include students connecting with teachers through Zoom video conferencing. Although the periods are 75 minutes long, it is unlikely that students will spend the entire period on the Zoom call.
- A typical class period will include a recap of the previous lesson, new material presented by the teacher through instruction, opportunities for various activities and discussion, and an explanation of the next assignment or material to cover. Some portion of the period will likely be used for students to begin working on the next assignment.
- While students may not be on Zoom for the entire class period, teachers will remain on Zoom for the duration of the period to be available for questions or extra support.
- Attendance will be taken each period and students who are not able to attend a session are asked to notify the teacher.
- Cav Club will be the final period on Grey Days and offered on Fridays as well. These periods will be used to provide students with additional opportunities such as club meetings, tutoring, counseling, class meetings, and other activities. Students who do not have an activity or need assistance during a Cav Club period are not required to be in attendance.

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.

Blanchet Catholic plans to continue with comprehensive distance learning until such time that it is determined by public health that we can return to a hybrid/in-person model. We are able to educate and meet the needs of our students at a high level of rigor as well as meet the individual needs of our diverse population. We plan to re-evaluate the transition to a hybrid/in-person model weekly.

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.

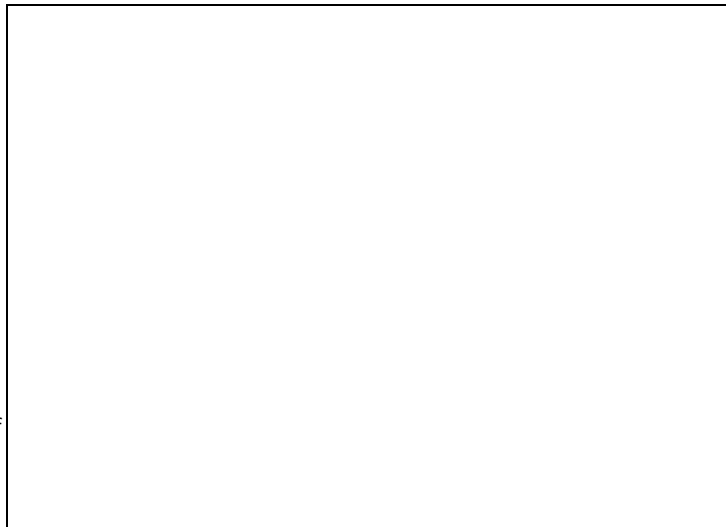


1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>X Implement measures to limit the spreads of COVID-19 within the school setting.</p> <p>X Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.</p> <p>X Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.</p> <p>X 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.</p> <p>X Process and procedures to train all staff in sections 1 - 3 of the <i>Ready Schools, Safe Learners</i> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained.</p> <p>X Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff.</p> <p>X Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.</p> <p>X Process to report to the LPHA any cluster of any illness among staff or students.</p> <p>X Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner.</p> <p>X Protocol for screening students and staff for symptoms (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance).</p> <p>X Protocol to isolate any ill or exposed persons from physical contact with others.</p> <p>X Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the <i>Ready Schools, Safe Learners</i> guidance).</p> <p>X 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 <i>Ready Schools, Safe Learners</i> guidance), the daily log may be maintained for the cohort. </p>	<p>Blanchet Catholic Schools follows the published Communicable Disease Guidelines from the Oregon Department of Education and the Oregon Health Authority.</p> <p>Screening/Isolation All students, staff, and visitors entering the building will be logged and screen (visually and temperatures taken) as outlined in 1f.</p> <p>Potentially symptomatic students will be isolated following guidance outlined in 1i.</p> <p>Contact Tracing Contract tracing logs will be kept for each student/cohort containing the information required and will be kept for 4 weeks following , COVID-Tool kit.</p> <p>Outbreak plan Blanchet's will follow the Outbreak Protocol outlined in section 3, Planning and Responding.</p> <p>Systematic Disinfection Protocols in line with 2j are implemented and monitored by point person in charge of facilities and supplies.</p>

- If a student(s) is not part of a stable cohort, then an individual student log must be maintained.
- X 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, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student
- X Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.
- X 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.
- X 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
<p>X Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p>Medically Fragile, Complex and Nursing-Dependent Student Requirements</p> <p>X All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. <p>X 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:</p> <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, 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. 	<p>Students</p> <ul style="list-style-type: none"> ● All students identified as vulnerable, either by a physician, or parent/guardian notification, will be enrolled in online instruction with weekly check-ins. ● Students who experience disability will continue to receive specially designed instruction as designated in their PSP. <p>Visitors/Volunteers</p> <ul style="list-style-type: none"> ● Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only.

- High-risk individuals may meet criteria for exclusion during a local health crisis.
- Refer to updated state and national guidance and resources such as:
 - US Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.
 - ODE guidance updates for Special Education. Example from March 11, 2020.
 - OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education'.
 - OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. <input checked="" type="checkbox"/> Support physical distancing in all daily activities and instruction, striving to maintain at least six feet between individuals. <input checked="" type="checkbox"/> Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. <input checked="" 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 checked="" 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. 	<p>Classrooms</p> <ul style="list-style-type: none"> ● Room capacity based on 35 ft² per person. <p>Hallways</p> <ul style="list-style-type: none"> ● Will be marked with one-way directions and markers to keep physically distant. <p>Lunch</p> <ul style="list-style-type: none"> ● Cohorts will eat lunch in separate areas. <p>Gatherings</p> <ul style="list-style-type: none"> ● Gatherings like mass, assembly, ect will not take place. Instead other options like live streaming into the classroom are being looked into.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> ● The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. <input checked="" type="checkbox"/> Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance). <input checked="" type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. <input checked="" type="checkbox"/> Cleaning and wiping surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. 	<p>In-building cohorts</p> <ul style="list-style-type: none"> ● Students are assigned a grade level cohort of 30-55 ● Students will eat lunch with cohorts. ● Logs will be kept and cohorts consistent <p>Transportation Cohort</p> <ul style="list-style-type: none"> ● This is a stable cohort of students each day <p>Elective</p> <ul style="list-style-type: none"> ● When students move stable cohorts there will be an update to the contact tracing log.

- 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.

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1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Develop a letter or communication to staff to be shared at the start of on-site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. <ul style="list-style-type: none"> ● Consider sharing school protocols themselves. <input checked="" type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. <ul style="list-style-type: none"> ● Consult with your LPHA on what meets the definition of “close contact.” <input checked="" type="checkbox"/> Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. <input checked="" type="checkbox"/> Provide all information in languages and formats accessible to the school community. 	<p>A letter outlining the instructional model, the rationale and vision behind it and specific infection control measures will be shared with all families. Through print and electronically when available.</p> <p>Additional communication regarding protocols will be shared with families and staff in August prior to the start of on-site instruction.</p> <p>Updated communication will be shared with families at least twice a month or as updated information is available throughout the school year.</p>

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> ● Primary symptoms of concern: cough, fever or chills, shortness of breath, or difficulty breathing. ● Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19, but are not enough in isolation to deny entry. 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 checked="" 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. <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. <input checked="" type="checkbox"/> Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days. 	<p>Arrival and Screening</p> <ul style="list-style-type: none"> ● Each student will be assigned an entrance point (i.e., a specific door) to the school building. ● Staff will be present at each entry point to confirm students have digitally checked in. Digitally checking in includes a temporal scan for their temperature which is logged in our system, they will also answer the questions associated in contact tracing. ● When the screening indicates that a student may be symptomatic, the student is directed to the isolation area. (see section 1f). ● Hand Sanitation stations have been placed at each entry point. ● They will go directly to their first cohort. ● Transportation will utilize specific screening protocols that follow 2i.

- 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.

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1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Restrict non-essential visitors. Only allow visitors if six feet of physical distance between all people can be maintained. <input checked="" type="checkbox"/> Visitors must wash or sanitize their hands upon entry and exit. <input checked="" type="checkbox"/> Visitors must wear face coverings in accordance with local public health authority and CDC guidelines. <input checked="" type="checkbox"/> Screen all visitors for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days. 	<p>Visitors/Volunteers Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time.</p> <p>Adults in schools are limited to essential personnel only.</p> <p>Essential visitors must wash or sanitize their hands upon entry and exit.</p> <p>Visitors will be digitally and visually screened for symptoms during sign-in and will not be allowed to enter if symptomatic.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Face coverings or face shields for: <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. <input checked="" type="checkbox"/> Face shields or clear plastic barriers for: <ul style="list-style-type: none"> ● Speech Language Pathologists, Speech Language Pathology Assistants, or other adults providing articulation therapy. ● Front office staff. <input checked="" 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. <input checked="" type="checkbox"/> Students who choose not to wear face coverings must be provided access to instruction. <input checked="" 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>Face coverings/shields are required by all staff and students.</p>

1i. ISOLATION MEASURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" 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.</p> <p><input checked="" 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.</p> <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. <p><input checked="" 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.</p> <ul style="list-style-type: none"> ● School nurse and health staff in close contact with symptomatic individuals (less than 6 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 clear explanation of procedures, including use of PPE and handwashing. <p><input checked="" type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</p> <p><input checked="" 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.</p> <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 	<ul style="list-style-type: none"> ● A designated primary isolation area will be used for students and staff who are symptomatic. ● Symptomatic students will remain at school until a designated adult can pick them up. ● Staff will be assigned to supervise students who are symptomatic, and will need to maintain at least six feet of distance and wear facial coverings. ● Secondary isolation areas may be identified if/as needed. ● Logs must be maintained for every student who enters the isolation area, regardless of whether they are treated or sent home. ● Logs will include: <ul style="list-style-type: none"> ○ Name of student ○ Reported symptoms/reason ○ Action taken

of fever reducing medicine, and other symptoms are improving.

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



2. Facilities and School Operations

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

2a. ENROLLMENT

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Enroll all students following the standard Oregon Department of Education guidelines. <input checked="" 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 checked="" type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns. 	<ul style="list-style-type: none"> • Students and families will be given the option to enroll in fully online distance learning or hybrid learning. • Students enrolled in hybrid learning will participate in person learning two days each week and online instruction two days each week. • Hybrid learning and distance learning opportunities will utilize parallel planning, allowing symptomatic students to continue learning during a medical absence.

2b. ATTENDANCE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-Site school students: Full-time and part-time students follow normal reporting policy and procedures. <input checked="" 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 	<p>Attendance during Hybrid</p> <ul style="list-style-type: none"> • Students will have attendance taken for the 2 days they are in school. In addition they will have their attendance taken in Zoom meetings for each digital day. • During in person a student will have 5 days of attendance, during hybrid there will be 2 days of in person and 2 days of digital attendance.

licensed instructional staff are two-way communications between the student and the teacher. A check-in does not include a student leaving a message on an answering machine or sending an email that does not receive a response from the appropriately licensed instructional staff by the end of the next school day.

- The student must check-in **at least** twice a week with their teacher(s) of record on **at least** two separate weekdays in order to be counted as present for all five days of that week.
- If the student only checks in once during the week, the student must be counted as absent for half of the scheduled week (2.5 days, if there are 5 days scheduled in the week).
- The student must be counted as absent for the entire week (5 days, if there are 5 days scheduled in the week) if they do not report in at all during the week.
- Note: If a district schedule is based on a 4-day school week, the student would still need to check in twice a week as described above in order to be counted as present for the entire week (4 days) and once a week to be counted as present for half of the week (2 days).
- Days in attendance may not be claimed for days in which the student did not have access to appropriately licensed instructional staff. The purpose of the rule regarding checking in with the teacher of record is to assure that the teacher can evaluate whether the student is making adequate progress in the course and the student has additional guaranteed opportunities to engage with a teacher. The responsibility of taking attendance must be performed by the teacher of record, not another staff member (e.g., the registrar or school secretary).

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

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Update procedures for district-owned devices to match cleaning requirements (see section 2d of the <i>Ready Schools, Safe Learners</i> guidance). <input checked="" type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	<ul style="list-style-type: none"> • Students will have the option to take a school device home for at home use. • Additional devices will be accessible for in-building use for students with broken devices or devices left at home. • School devices will be cleaned and sanitized between each use

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Handwashing: All people on campus should be advised and encouraged to wash their hands frequently.	Hand Washing

- ☒ **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.

- All students will have access to handwashing prior to breakfast and lunch. Frequent opportunities for handwashing will be provided throughout the school day. Hand washing will be supplemented with the use of hand sanitizer.

Equipment

- Equipment includes materials such as school supplies (scissors, glue sticks), PE and Science Lab supplies.
- Sharing of supplies will be restricted whenever possible.

Safety Drills

- Safety drills at the start of the school year will be scheduled for cohorts of students to participate.
- Remaining drills will alternate monthly between cohorts. Staff and students will follow distance requirements during exit of the building. Re-entry to the building will be through an assigned entry point to reduce incidental contact.

Events

- Off-site field trips and events requiring visitors or volunteers have been canceled. In-school events will be modified to follow cohorting and social distancing guidance.

Transitions/Hallways

- Hallways will include one-way traffic markings to reduce contact.
- Transitions by grade-level cohort groups will be staggered to reduce contact.
- Cohort classrooms will be assigned by building area/level to allow access to a single bathroom, drinking fountain and hand washing station throughout the school day. • Classroom line up: Visual markers will be used around doorways and inside classrooms to support physical distancing during transitions.

Personal Property

- Students will have limited access to lockers to store personal property.

Restrooms

- Restrooms assigned based on cohort rooms.
- Visual reminders will be used in all restrooms to encourage hygienic practices including

- Handwashing techniques
- Covering coughs/sneezes
- Social distancing
- Facial coverings
- Covid-19 symptoms

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. <input checked="" type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times. <input checked="" type="checkbox"/> 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). <input checked="" 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 checked="" type="checkbox"/> Install hand sanitizer dispensers near all entry doors and other high-traffic areas. <input checked="" type="checkbox"/> Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible. 	<p>Arrival and Entry</p> <ul style="list-style-type: none"> ● Each student will be assigned an entrance point (i.e., a specific door) to the school building. ● Upon entry, students will go directly to their first content cohort ● Staff will be present at each entry point to visually screen students for symptoms and track cohort data. ● Students identified as potentially symptomatic will be directed to the office. *follow plan outlined in 1a. <p>Sign-In / Sign-Out Procedures</p> <ul style="list-style-type: none"> ● Students entering or leaving the building at times other than arrival or dismissal will use the main building entrance. ● All sign-in/sign-out tracking will be handled by office staff to reduce the sharing of pen/paper.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" 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 checked="" 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 checked="" 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. 	<p>Seating</p> <ul style="list-style-type: none"> ● Classroom desks and tables will be arranged with students being seated a minimum of six feet apart. ● Students will use a single assigned seat at all times. ● Materials: Each classroom will limit the sharing of community supplies when possible. ● If needed to share, these items will be cleaned between each use. Hand sanitizer and tissues will be available for use by students and staff. <p>Hand Washing</p> <ul style="list-style-type: none"> ● All students will wash/sanitize their hands upon building entry and prior to lunch. ● Additional handwashing/sanitize opportunities will be provided throughout the school day.

- Signage at each sink/hand washing station will remind students and staff of effective handwashing practices.

Furniture

- Rooms have been evaluated and furniture removed or replaced to keep 35 sq ft and promote cleanable surface.

Seating

- Each class and hallway will have visual aids to illustrate traffic flow, appropriate spaced out assigned seating areas.

Environment

- When possible, windows will be open in the classroom before students arrive and after students leave. Each classroom will hold classes outside when possible and encourage students to spread out.

2g. PLAYGROUNDS, FIELDS, RECESS, AND BREAKS

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"/> Students must wash hands before and after using playground equipment. <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.	NA

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Include meal services/nutrition staff in planning for school reentry. <input checked="" type="checkbox"/> Staff serving meals must wear face shields or face covering (see section 1h of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Students must wash hands before meals and should be encouraged to do so after. <input checked="" type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed. <input checked="" type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. <input checked="" type="checkbox"/> Adequate cleaning of tables between meal periods.	<ul style="list-style-type: none"> ● Students will collect lunch and eat with their cohorts. ● All students must wash/sanitize hands prior to meals. ● Students will not share utensils or other items during meals. ● Each table/desk will be cleaned prior to meals being consumed.

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service. <input checked="" 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 <i>Ready Schools, Safe Learners</i> guidance). <input checked="" type="checkbox"/> Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. <ul style="list-style-type: none"> ● If a student displays symptoms, provide a face shield or face covering and keep student at least six feet away from others. Continue transporting the student. <ul style="list-style-type: none"> ○ If arriving at school, notify staff to begin isolation measures. ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. <input checked="" 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 checked="" type="checkbox"/> Drivers wear face shields or face coverings. <input checked="" type="checkbox"/> Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings). 	<p>Transportation</p> <ul style="list-style-type: none"> ● Physical Distancing including <ul style="list-style-type: none"> ○ three feet of physical distance between passengers ○ Six feet of physical distance between the driver and passengers ● Bus drivers will keep daily student logs (See Section 1a) ● All drivers will wear face coverings ● Busses will be cleaned and wiped down between each route daily. ● If a student displays symptoms keep the student at least 6 feet away from others. Continue transporting the student. <ul style="list-style-type: none"> ○ If arriving at school, notify the staff to begin isolation measures. ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school.

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" 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. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings, restrooms, and playgrounds. <input checked="" type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. <input checked="" 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 checked="" type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. <input checked="" 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 checked="" 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). 	<ul style="list-style-type: none"> ● All frequently touched surfaces will be cleaned daily ● Shared objects will be cleaned between uses. ● Shared equipment will be cleaned between cohorts. ● Desks, handles, and tables used during a cohort class will be cleaned between each cohort. ● Ventilation system will be checked more regularly and maintained monthly by maintenance staff. Ventilation has been turned to run 24/7 to increase the fresh air pulled from outdoors.

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
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- OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs.
- Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).

The isolation area will be supervised at all times.



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. <input checked="" type="checkbox"/> Establish a specific emergency response framework with key stakeholders. <input checked="" 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 district nurse, or designated staff, on the diagnosed case(s). Likewise, the LPHA will impose restrictions on contacts. 	<p>Blanchet will consult with LPHA and follow the guidelines in the Planning for COVID-19 Scenarios in Schools and the WESD Communicable Disease Plan. Administration will follow up with actions set forth and recommendations from LPHA, Planning for COVID-19 Scenarios in Schools and the WESD Communicable Disease Plan.</p>

3b. RESPONSE

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

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Plan instructional models that support all learners in Comprehensive Distance Learning. <input checked="" type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. 	<p>Distance learning and in-person learning will be planned in a way that allows for students to move between an in-person and distance learning model.</p>

- 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.

In the event of school closure, all students and staff will participate in distance learning temporarily.

Consult with LPHA for guidance on cleaning, sanitizing and disinfecting surfaces.

Follow LPHS guidance regarding the return of students and staff for onsite instruction.



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
Include how/why the school is currently unable to meet them

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