



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 2/5/2021

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. *It is required that a revised Operational Blueprint be completed and updated when there is a change of Instructional Model.*

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Perrydale School District #21
Key Contact Person for this Plan	Eric Milburn
Phone Number of this Person	503-835-7575
Email Address of this Person	emilburn@perrydale.k12.or.us
Sectors and position titles of those who informed the plan	Middle/High School Principal, Elementary Principal, Special Education Director, Certified Staff, Classified Staff, Parents/Community members
Local public health office(s) or officers(s)	(503) 623-8175
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Dan Dugan, Middle/High School Principal and Athletic Director
Intended Effective Dates for this Plan	Feb 8, 2021 to March 29, 20 2021
ESD Region	Willamette ESD

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

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.

With a desire to support the diverse needs of students, families, and employees in the Perrydale school district, equity has been our main focus. All families within the Perrydale School District have been surveyed regarding the challenges and successes related to Distance Learning for All and their preferences and comfort level for both in-person and distance learning for the 2020-21 school year. This information along with data related to student engagement and success will be used to identify students in need of targeted support.

Parents of students with disabilities will meet with their IEP team to determine the individual plan for each student in special education. The students' needs will be reviewed and decisions regarding programming, placement, and services remain the responsibility of the IEP team.

Marginalized, historically underserved, and at risk student needs will be reviewed for any additional support needs.

Any student wishing to do so can remain in Comprehensive Distance Learning for the remainder of the year.

3. Select which instructional model will be used:

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 3-22 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a), including updating when you are changing Instructional Model (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>).

* **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. For Private Schools, completing this section is optional (not required). 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.

In completing this portion of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. [Here is a link to the overview of CDL Requirements.](#) Please name any requirements you need ODE to review for any possible flexibility or waiver.

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.

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 unless the school is implementing the Limited In-Person Instruction provision under the Comprehensive Distance Learning guidance.



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Conduct a risk assessment as required by OSHA administrative rule OAR 437-001-0744(3)(g). <ul style="list-style-type: none"> • OSHA has developed a risk assessment template. <input checked="" type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building. <input checked="" type="checkbox"/> <ul style="list-style-type: none"> • Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the Oregon School Nurses Association (OSNA) COVID-19 Toolkit. • Review OSHA requirements for infection control plan to ensure that all required elements are covered by your communicable disease management plan, including making the plan available to employees at their workplace. Requirements are listed in OSHA administrative rule OAR 437-001-0744(3)(h). • OSHA has developed a sample infection control plan. 	<p>A risk assessment was completed on 1/25/2021 assessment as required by OSHA administrative rule OAR 437-001-0744(3)(g)</p> <p>Perrydale school district will operate using student cohorts, limit passing times, small cohorts, designated entrances and exits for classes/hallways, modulars to increase physical distancing, modified drop-off/pick-up procedures, purchase of face shields and masks for staff and students, purchase of other PPE equipment, scheduled times to use common items such as copy machines and bathrooms.</p> <p>The Perrydale School District follows an updated Communicable Disease Management Plan to reflect COVID-19 protocols.</p> <p>The Perrydale School District also follows School Board Policies JHCC and JHCC-AR</p> <p>OSHA COVID training sections 1-10 completed on February 1, 2021</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Designate a single point-person at each school to establish, implement, support and enforce all RSSL health and safety protocols, including face coverings and physical distancing requirements, consistent with the <i>Ready Schools, Safe Learners</i> guidance and other guidance from OHA. This role should be known to all staff in the building with consistent ways for licensed and classified staff to access and voice concerns or needs. ☒ Create a simple process that allows for named and anonymous sharing of concerns that can be reviewed on a daily and weekly basis by the designated RSSL building point-person. Example: Anonymous survey form or suggestion box where at least weekly submissions and resolutions are shared in some format. ☒ Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. ☒ Process and procedures established to train all staff in sections 1 - 3 of the <i>Ready Schools, Safe Learners</i> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. ☒ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. ☒ Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas. ☒ Process to report to the LPHA any cluster of any illness among staff or students. ☒ Protocol to cooperate with the LPHA recommendations. ☒ Provide all logs and information to the LPHA in a timely manner. ☒ Protocol for screening students and staff for symptoms (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Protocol to isolate any ill or exposed persons from physical contact with others. ☒ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit. <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. • If a student(s) is not part of a stable cohort, then an individual student log must be maintained. ☒ Required components of individual daily student/cohort logs include: <ul style="list-style-type: none"> • Child's name • Drop off/pick up time • Parent/guardian name and emergency contact information • All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student ☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. <ul style="list-style-type: none"> • See supplemental guidance on LPHA/school partnering on contact tracing. • Refer to OHA Policy on Sharing COVID-19 Information ☒ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a 	<p>Dan Dugan will enforce the requirements of the RSSL.</p> <p>A suggestion box in the office will be available near the sign in sheets by the front doors for named and anonymous sharing of concerns that can be reviewed on a daily and weekly basis by the designated RSSL building point-person</p> <p>Perrydale/WESD nurse for 2020-2021 school year is Wesley Rogers. LPHA contact—Polk County Public Health (Kristy Polanco)</p> <p>Process for informing staff about Ready Schools, Safe Learners guidance: Inservice days to include both online and in-person trainings, walk through of buildings and classrooms so that all staff are familiar with physical distancing requirements, administration will go through document and pull out/send guidelines that are specific to the classroom setting, written confirmation from each staff member to ensure that staff are up to date on guidelines.</p> <p>Protocol to notify the LPHA of any confirmed cases: office staff will notify Eric Milburn or Erin Henery of a potential infection, they will then notify the school nurse and LPHA by a phone call and email. Process to report to the LPHA any cluster of illness among staff or students: if more than ten percent of students from one grade/cohort are absent, the district will communicate with those families to determine the nature of the absence. If COVID-19 is suspected, office staff will notify LPHA. If staff is absent, they will contact the office to report suspected COVID-19. If staff reports that they are concerned about possible infection, the office staff will report this to LPHA.</p> <p>Perrydale admin rep meets frequently and regularly with LPHA, in addition to email communication, to receive any updated recommendations from LPHA. Perrydale will cooperate with LPHA recommendations.</p> <p>The school will communicate w/ staff, students, and families if they come in close contact with COVID positive individual and if a new case is diagnosed and let them know how we are resoponding.</p> <p>Distancing:</p> <ul style="list-style-type: none"> • Six-foot distancing between occupants. • Classrooms will accommodate 35sq ft per student • Desks will be set up and locations marked to achieve distancing <p>Hand washing and sanitizers</p> <ul style="list-style-type: none"> • Most of our classrooms have sinks and will have hand soap and paper towels available, all classrooms will have hand sanitizer dispensers • Sanitizer dispensers will be located at all entrances, common areas, offices, at stairs both top and bottom, and strategically throughout the facilities <p>Products and equipment</p> <ul style="list-style-type: none"> • Electrostatic disinfectant equipment will be available at each facility. This equipment will allow custodial staff to rapidly clean areas of the building with full coverage of all surfaces. Our staff is trained to use the equipment • Disinfectant spray will be available in every classroom along with microfiber cloth rags for application <p>Screening/Isolation: Screening of all students and staff is outlined in 1f. Potentially symptomatic students will be isolated following guidance outlined in 1i of RSSL.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>running four-week history of their time in each school building and who they were in contact with at each site.</p> <ul style="list-style-type: none"> ☒ 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. ☒ Designate a staff member and process to ensure that the school provides updated information regarding current instructional models and student counts and reports these data in ODE's COVID-19 Weekly School Status system. ☒ Protocol to respond to potential outbreaks (see section 3 of the <i>Ready Schools, Safe Learners</i> guidance). 	<p>Contact Tracing: The school will contact LPHA immediately if confirmed or presumptive cases occur. Contact tracing logs will be kept for each student/cohort. Logs will be shared with the Polk County LHA upon request according to the OHA Policy on Sharing COVID-19 Information. Cohort logs will be kept for 4 weeks and contain the following:</p> <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, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student <p>Outbreak plan: The Perrydale School District Outbreak Protocol is outlined in section 3 of the Operational Blueprint.</p> <p>Wellness monitoring and response</p> <ol style="list-style-type: none"> 1. Signs of illness screening for students: <ul style="list-style-type: none"> • Parent screening of student signs of illness before students are sent or brought to school • Visual screening of student signs of illness by bus driver • Visual screening of student signs of illness by school staff as students enter the building • Visual screening of student signs of illness by teachers or other school staff during attendance in the classroom • Signs of illness screening for staff: Staff will fill out Health Screening form every day, and every building if they visit multiple buildings • Any individual who feels that they are unwell, or if they have signs of illness will be referred to the school office for a more in-depth screening. Thermometers are available for any individual who requests or requires a temperature screening • Individuals who have the primary symptoms of COVID-19, or any other communicable disease symptoms will be sent home. <p>Restricted visitors and volunteers</p> <ol style="list-style-type: none"> 1. Main building use will be generally limited to staff, students and essential volunteers <p>Signage: Signage installed at all facilities establishing safe distancing</p> <ul style="list-style-type: none"> • Corridors: Directional arrows in our corridors separating directions and • Entrances: social distancing reminders and distance markings • Classrooms: hand washing and sanitizing reminder and social distancing reminders <p>Eric Milburn will be responsible to ensure that the school provides updated information regarding current instructional models and student counts and reports these data in ODE's COVID-19 Weekly School Status system</p>

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Serve students in high-risk population(s) whether learning is happening through On-Site (<i>including outside</i>), 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"> ☒ 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>All staff and students have been given the opportunity to self-identify as vulnerable or living with a vulnerable family member. The opportunity to provide the district with medical documentation is also offered.</p> <p style="text-align: center;">Staff</p> <p style="text-align: center;"><i>*Plan includes classified and teachers self-identifying.</i></p> <ul style="list-style-type: none"> • All staff will have the option of taking FMLA or other leave options or given alternative assignments

OHA/ODE Requirements	Hybrid/Onsite Plan
<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>☒ Review Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEA During CDL and Hybrid.</p> <p>☒ 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. • Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers. • 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. 	<p>that would isolate them from direct contact with students</p> <p style="text-align: center;">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. • Students with language services will continue to receive English Language Development from their ELD teacher. <p style="text-align: center;">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 <p>Medically Fragile, Complex and Nursing-Dependent Students</p> <ul style="list-style-type: none"> • The District will account for students who have health conditions that require additional nursing services. • This will be the charge of the school nurse. • Medical protocols of students that require additional nursing services will be reviewed by a school nurse and updated as needed as well as reviewed with school staff <p>Interdisciplinary Teams ensure all students are served</p> <ul style="list-style-type: none"> • IEP, 504 and Student Support Teams will plan for the participation and inclusion of students in high-risk populations. • Building teams will communicate with parents/guardians and health care providers to determine return to school status and current needs of the student, including student needs while following required health and safety measures such as mask wearing. • Building teams will modify Health Management Plans, Care Plans, or other student-level medical plans, as indicated, to address current health care considerations. • If student IEP or 504 plans need to be adapted for in-person instruction, teams will convene and make the needed adjustments • IEP, 504 and Student Support Teams must ensure that students are not excluded or placed into staggered schedule groups based on any demographic or disability criteria (e.g., students with complex medical needs).

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ 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</p>	<p>Elementary: Students will have no less than 35 sq. ft. per person. Scheduled hallway usage, bathroom breaks, and recess. Modified schedule to limit interactions between cohorts. Lunch</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>all space in the calculation. This also applies for professional development and staff gatherings. If implementing Learning Outside guidance, establish an outside learning space for learning that maintains minimum 35 square feet per person.</p> <ul style="list-style-type: none"> • Within this design, educators should have their own minimum of 35 square feet and the design of the learning environment must allow for some ability for the educator to move through the room efficiently and carefully without breaking 6 feet of physical distance to the maximum extent feasible. <ul style="list-style-type: none"> ☒ Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible. ☒ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. ☒ Schedule modifications to limit the number of students in the building or outside learning space (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). ☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. ☒ Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. 	<p>will be provided in student's classrooms. Modularity was added for additional spacing.</p> <p>Middle: Students will have no less than 35 sq. ft. per person. Scheduled hallway usage, bathroom breaks, and lunch. Modified schedule to limit interactions between cohorts. Lunch will be provided in student's classrooms or other designated area.</p> <p>High: Students will have no less than 35 sq. ft. per person. Scheduled hallway usage, bathroom breaks, and lunch. Modified schedule to limit interactions between cohorts. Lunch will be provided in student's classrooms or other designated area.</p> <p>All hallways will be marked with one-way directions and markers to keep physically distant to remind students to stay to the right. These will be placed down prior to hybrid or on-site learning.</p> <p>Students will not be punished for not following the guidelines for social distancing but will be reminded of the importance of social distancing while on campus.</p> <p>Staff will remain socially distanced on school campus. All meetings that cannot be virtual will take place in the gym or other common area where social distancing can occur.</p> <p>Room capacity signs will be hung at the entrance of each room.</p>

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Where feasible, establish stable cohorts: groups shall 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. ☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week⁴, unless the school is offering Learning Outside, then they must follow guidelines for cohorting in Learning Outside guidance. Schools must plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. Cohorts may change week-to-week, but must be stable within the educational week. ☒ 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). ☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. ☒ Cleaning and sanitizing surfaces (e.g., desks, dry erase boards, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. ☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards⁵, and peers. ☒ Minimize the number of staff that interact with each cohort to the extent possible, staff who interact with multiple stable cohorts must 	<p>Cohorts</p> <ul style="list-style-type: none"> • All students will be assigned to a cohort group. • Groups will remain stable throughout the in-person instruction to the extent possible. A/B cohorts have been developed. Cohort A will be Monday and Wednesdays and Cohort B will be Tuesday and Thursday. • High school will operate on a 4x4 schedule, with students taking the same 4 classes for 9 weeks. • Middle school students will remain with their same cohort throughout the year and not transition to different classes/cohorts. • Small group instruction, when possible, will be provided in the classroom. • Daily logs will be kept for each cohort in order to follow contact tracing requirements (Section 1a) • Cohorts will be stable and a mixing of cohorts throughout the day will not be permitted. • Equipment that is shared will be used minimally. Items will be sanitized between each student's use for shared items. • Staff that interact with multiple cohorts will wash/sanitize between working with another cohort

⁴ The cohort limit is focused on the students experience and their limit of 100 people includes every person they come into contact with, including staff. There is not a limitation for staff in cohort size while care should be given to design and attention to the additional requirements.

⁵ Academic content standards refer to all of Oregon state academic standards and the Oregon CTE skill sets.

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>wash/sanitize their hands between interactions with different stable cohorts.</p> <p>☒ Elementary staff who interact with multiple cohorts (music, PE, library, paraprofessionals who provide supervision at recesses, etc.) should have schedules altered to reduce the number of cohorts/students they interact within a week. Consider having these staff engage via technology, altering duties so that they are not in close contact with students in multiple cohorts, or adjust schedules to reduce contacts.</p>	

1e. PUBLIC HEALTH COMMUNICATION AND TRAINING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.</p> <p>☒ Offer initial training to all staff prior to being in-person in any instructional model. Training could be accomplished through all staff webinar, narrated slide decks, online video, using professional learning communities, or mailing handouts with discussion. Training cannot be delivered solely through the sharing or forwarding information electronically or in paper copy form as this is an insufficient method for ensuring fidelity to public health protocols (see section 8b of the <i>Ready Schools, Safe Learners</i> guidance for specific training requirements). Note: Instructional time requirements allow for time to be devoted for professional learning that includes RSSL training.</p> <p>☒ Post “COVID -19 Hazard Poster” and “Masks Required” signs as required by OSHA administrative rule OAR 437-001-0744(3)(d) and (e).</p> <p>☒ Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19. <ul style="list-style-type: none"> • The definition of exposure is being within 6 feet of a person who has COVID-19 for at least 15 cumulative minutes in a day. • OSHA has developed a model notification policy. </p> <p>☒ Develop protocols for communicating immediately with staff, families, and the school 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.</p> <p>☒ Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance.</p> <p>☒ Provide all information in languages and formats accessible to the school community.</p>	<p>All students and staff must stay home if they show COVID symptoms. This will be communicated to all staff and students.</p> <p>The school will clearly communicate infection measures w/ staff, students, and families.</p> <p>Additional communication regarding protocols will be shared with families and staff prior to the start of Hybrid instruction. This occurs via email or social media posts.</p> <p>COVID posters and Masks required signs have been hung around the school campus.</p> <p>Updated communication will be shared with families as new information is available throughout the school year.</p> <p>Updated communication and training with staff will be done at regular scheduled meetings and/or through emails as needed.</p>

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Direct students and staff to stay home if they have COVID-19 symptoms. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> • Primary symptoms of concern: cough, fever (temperature of 100.4°F or higher) or chills, shortness of breath, difficulty breathing, or new loss of taste or smell. • Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, new 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 must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE Communicable Disease Guidance for Schools. • Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> ○ Trouble breathing </p>	<p>Letter to parents Protocols sent to parents will include information on symptoms requiring students to stay home and mask wearing.</p> <p>Arrival and Entry <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 visually screen students for symptoms and asked questions regarding primary symptoms of concern. • Students will go directly to their first content cohort (i.e., the students in their first period class) through their assigned entry door. </p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face (lighter skin); greyish lips or face (darker skin) ○ Other severe symptoms <p>☒ Diligently screen all students and staff for symptoms on entry to bus/school/outside learning space every day. This can be done visually as well as asking students and staff about any new symptoms or close contact with someone with COVID-19. For students, confirmation from a parent/caregiver or guardian can also be appropriate. Staff members can self-screen and attest to their own health, but regular reminders of the importance of daily screening must be provided to staff.</p> <ul style="list-style-type: none"> • Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <i>Ready Schools, Safe Learners</i> guidance) and sent home as soon as possible. See table “Planning for COVID-19 Scenarios in Schools.” • Additional guidance for nurses and health staff. <p>☒ 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. See “Planning for COVID-19 Scenarios in Schools” and the COVID-19 Exclusion Summary Guide.</p> <p>☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication must 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. See the COVID-19 Exclusion Summary Guide.</p> <p>☒ 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>	<ul style="list-style-type: none"> • Students will be supervised in their assigned classroom with breakfast available until the start of the school day. <p>Screening Students Upon Entry</p> <ul style="list-style-type: none"> • Staff will be assigned to each entry door to visually screen. • When the screening indicates that a student may be symptomatic, the student is directed to the office. *Follow established protocol from CDP (see section 1a). • Hand-sanitizers will be placed by each entrance prior to student entrance to classes, or students will utilize classroom sinks to wash hands. • There are transportation specific screening protocols that must be followed. See section 2i for more information. <p>Logging for Contact Tracing</p> <ul style="list-style-type: none"> • Staff assigned to each entry door will need to maintain contact tracing logs with information about each student who entered and other students with whom they came in contact during entry. <p>Screening Staff:</p> <ul style="list-style-type: none"> • Staff members will self-screen • Staff are required to report when they may have been exposed to COVID-19 or have symptoms related to COVID-19. <p>Exposures will follow the guidance of Planning for COVID-19 Scenarios in Schools</p> <p>Exclusions will be based upon the COVID-19 Exclusion Summary Guide</p> <p>Sanitizing stations will be available at each entry point with the required hand sanitizer.</p>

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Restrict non-essential visitors/volunteers.</p> <ul style="list-style-type: none"> • Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. • Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. <p>☒ Diligently screen all visitors/volunteers for symptoms and ask questions about symptoms and any close contact with someone diagnosed with COVID-19 upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See the COVID-19 Exclusion Summary Guide.</p> <p>☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit.</p> <p>☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of the <i>Ready Schools, Safe Learners</i> guidance.</p>	<p>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. Essential visitors must wash or sanitize their hands upon entry and exit.</p> <p>Visitors will be visually screened for symptoms during sign-in and will not be allowed to enter if symptomatic.</p> <ul style="list-style-type: none"> • Visitors will utilize the main entrance and be screened. • Visitors/volunteers must wash or sanitize their hands upon entry and exit. • Requirements for Social Distancing will be discussed with the visitor/contractor. • All visitors will be required to wear adequate face coverings.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers.</p> <p>☒ Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices or when separated by more than 6 feet in outside learning spaces. Face shields are an acceptable alternative only when a person has a medical condition that prevents them from wearing a mask or face covering, when people need to see mouth and tongue motions in order to communicate, or when an individual is speaking to an audience for</p>	

OHA/ODE Requirements

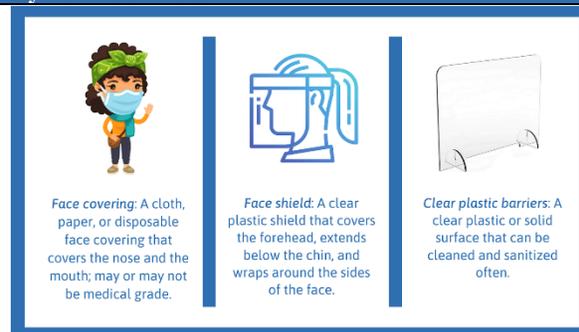
a short period of time and clear communication is otherwise not possible.

- ☒ Face coverings or face shields for all students in grades Kindergarten and up following [CDC guidelines for Face Coverings](#). Face shields are an acceptable alternative when a student has a medical condition that prevents them from wearing a mask or face covering, or when people need to see the student's mouth and tongue motions in order to communicate.
- ☒ Face coverings should be worn both indoors and outdoors, including during outdoor recess.
- ☒ Group mask breaks" or "full classroom mask breaks" are not allowed. If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:
 - Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;"
 - Students must not be left alone or unsupervised;
 - Designated area or chair must be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use;
 - Provide additional instructional supports to effectively wear a face covering;
 - Provide students adequate support to re-engage in safely wearing a face covering;
 - Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.
- ☒ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses shall also wear appropriate Personal Protective Equipment (PPE) for their role.
 - [Additional guidance](#) for nurses and health staff.

Accommodations under ADA or IDEA and providing FAPE while attending to Face Covering Guidance

- ☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools must limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:
 - Offering different types of face coverings and face shields that may meet the needs of the student.
 - Spaces away from peers while the face covering is removed; students must not be left alone or unsupervised.
 - Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease.
 - Additional instructional supports to effectively wear a face covering.
- ☒ For students with existing medical conditions and a physician's orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny any in-person instruction.
- ☒ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020, or the current plan in effect for the student if appropriately developed after March of 2020.
 - If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school or district must:
 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments.

Hybrid/Onsite Plan



Facial Shields

Facial shields will be provided for:

- Bus drivers
- All Specialists (Speech Language Pathologists, School Psychologists, Autism Specialist, etc.)
- Front office staff

Facial Coverings (Masks)

Facial coverings are **required** and will be provided for all staff or any student that does not have a face covering. We will follow the CDC guidelines for masks, which is updated periodically throughout the year. This includes wearing the masks correctly and having at least two-ply face coverings (i.e. gaiters)

Facial coverings are **required** for:

- All students;
 - Children of any age should not wear a face covering:
 1. If they have a medical condition that makes it difficult for them to breathe with a face covering;
 2. If they experience a disability that prevents them from wearing a face covering;
 3. They are unable to remove the face covering independently
- All staff
- All visitors, including parents

****Face coverings should never prohibit or prevent access to instruction or activities. Accommodations will be made for students under ADA and IDEA protections. These accommodations will be based on the needs of the individual student and according to a student's 504/IEP**

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> 2. Not make placement determinations solely on the inability to wear a face covering. 3. Include updates to accommodations and modifications to support students in plans. • For students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must: <ul style="list-style-type: none"> 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan. 2. The team must determine that the disability is not prohibiting the student from meeting the requirement. <ul style="list-style-type: none"> • If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability, • If a student’s 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student’s plan prior to providing instruction through Comprehensive Distance Learning. 3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning. <p>☒ For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.</p> <p>☒ If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools shall 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 AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.</p> <p>☒ Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. See the COVID-19 Exclusion Summary Guide.</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. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. Consider if and where students and staff will be isolated during learning outside. Create a comfortable outdoor area for isolation or follow plan for in building isolation. • Consider required physical arrangements to reduce risk of disease transmission. 	<p>COVID-19 Exclusion Summary Guide will be followed for exclusion</p> <ul style="list-style-type: none"> • A designated primary isolation area will be used for students and staff who are symptomatic. The school nurse will update the room. • 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 health room, regardless of whether they are treated or sent home. Logs will include: <ul style="list-style-type: none"> Name of student Reported symptoms/reason for health room visit Action taken

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. • Additional guidance for nurses and health staff for providing care to students with complex needs. <p><input checked="" type="checkbox"/> Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school or outside learning space, 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 nurses and health staff in close contact with symptomatic individuals (less than 6 feet) must 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 must be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands shall be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. • If able to do so safely, a symptomatic individual shall 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. <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. Refer to table in “Planning for COVID-19 Scenarios in Schools.”</p> <p><input checked="" 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).</p> <p><input checked="" type="checkbox"/> Record and monitor the students and staff being isolated or sent home for the LPHA review.</p> <p><input checked="" type="checkbox"/> The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine.</p>	



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 instructional and extra-curricular activities requiring additional considerations (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
<p><input checked="" type="checkbox"/> Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.</p>	

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: <ul style="list-style-type: none"> • The ADM enrollment date for a student is the first day of the student’s actual attendance. • A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year. • If a student does not attend during the first 10 session days of school, the student’s ADM enrollment date must reflect the student’s actual first day of attendance. • Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM. ☒ If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended. ☒ When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll. ☒ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns. ☒ When a student has a pre-excused absence or COVID-19 absence, the school district must reach out to offer support at least weekly until the student has resumed their education. ☒ When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting. 	<ul style="list-style-type: none"> • Middle and high school students and families will be given the option to enroll in online learning through Edgeunity or attend in person learning via Hybrid cohorts. • Elementary students and families will be given the option to enroll in online learning or attend via Hybrid cohorts. The district has been using HMH for the online learning program.. • A district staff member will be monitoring and be available to provide assistance to those students enrolled in online programs.

2b. ATTENDANCE

(Note: Section 2b does not apply to private schools.)

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). ☒ Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). ☒ Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student’s attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present. ☒ Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance. ☒ Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver’s work schedule, and mental/physical health. 	<p>For students attending the hybrid model, attendance will be taken daily. Students not present will be counted as present through at least one other method of two-way communication, including:</p> <ul style="list-style-type: none"> • Live Google Classroom sessions • Assignment submission • Email communication • Phone communication <p>For students in fully online learning, two-way communication every day of online learning may include:</p> <ul style="list-style-type: none"> • Live Google Classroom sessions • Assignment submission • Email communication • Phone communication <p>The designated attendance team will review individual and schoolwide attendance data weekly.</p>

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements. ☒ If providing learning outside and allowing students to engage with devices during the learning experiences, provide safe charging stations. 	<ul style="list-style-type: none"> • All students will be assigned a district-owned device for use in the school building. • Students will have the option to take the device home for at-home use. • Deployment of district-provided hotspots will continue to ensure adequate internet access for all families. • 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
<ul style="list-style-type: none"> ☒ Handwashing: All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer. ☒ 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 identifying personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). 	<p>Handwashing: All students will be required to wash their hands or use hand sanitizer prior to school meals. Frequent opportunities for hand washing will be provided throughout the school day. Hand washing will be supplemented with the use of hand sanitizer when possible.</p> <p>Equipment: Equipment includes materials such as school supplies (scissors, glue sticks), PE and recess equipment, Science Lab supplies.</p> <ul style="list-style-type: none"> • Sharing of supplies will be restricted whenever possible. • All shared equipment will be cleaned frequently. <p>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. Athletic events and practices are coordinated through the OSAA. Use of the building by outside groups will not be allowed.</p> <p>Transitions/Hallways: Hallways will include one-way traffic markings to reduce contact.</p> <ul style="list-style-type: none"> • Transitions by grade-level cohort groups will be staggered to reduce contact. • Student cohorts will remain in the classroom with adult transitions when possible. <p>Classroom line up: Visual markers will be used around doorways and inside classrooms to support physical distancing during transitions.</p> <p>Personal Property: Students will not use lockers to store personal property. All personal property brought to school will be carried by the student throughout the school day in their backpack/bag. Personal property must be labeled with a student name and will only be used by the student.</p> <p>Restrooms: Restrooms assigned based on cohort rooms. Visual reminders will be used in all restrooms to encourage hygienic practices including:</p> <ul style="list-style-type: none"> • 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"> ☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☒ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. <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. ☒ Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible. 	<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. • Staff will be present at each entry point to visually screen students for symptoms. • They will go directly to their first content cohort (i.e., the students in their first period class) through their assigned entry door. • Students will be supervised in their assigned classroom with breakfast available at 9 a.m.-9:20 a.m. <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. • Arrivals will be greeted at the door by a staff member to reduce office traffic. • All sign-in/sign-out tracking will be handled by office staff to reduce sharing of pen/paper.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Seating: Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. ☒ Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. ☒ Handwashing: Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues shall be disposed of in a garbage can, then 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: 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. Each class and hallway will have visual aids (e.g., painter's tape, stickers, etc.) to illustrate traffic flow, appropriate spacing, assigned seating areas. • Materials: Each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.). If needed to share, these items will be cleaned between each use. Hand sanitizer and tissues will be available for use by students and staff. • Handwashing: All students will wash their hands or use hand sanitizer upon building entry and prior to breakfast and lunch. Additional hand washing opportunities will be provided throughout the school day. Signage at each sink will remind students and staff of effective practices. • Environment: When possible, windows will be open in the classroom before students arrive and after students leave. Each classroom will hold classes outside when possible and encourage students to spread out.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). ☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. For learning outside if portable bathrooms are used, set up portable hand washing stations and create a regular cleaning schedule. ☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. ☒ Designate playground and shared equipment solely for the use of one cohort at a time. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment 	<ul style="list-style-type: none"> • Students will have access to outside areas during planned break times. • Students will wash hands after each restroom use as required by guidelines. They may use sanitizer in addition to hand washing. • Before any outside equipment is used, students will be required to wash hands or sanitize hands as required by the guidelines. • Each elementary classroom will have separate playground equipment. Bags of balls are provided. • Recess activities will be designed to support cohorting and social distancing. • Students will wash their hands or use hand sanitizer when returning to the building.

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>(balls, jump ropes, etc.) should be cleaned and disinfected at least daily in accordance with CDC guidance.</p> <ul style="list-style-type: none"> ☒ Cleaning requirements must be maintained (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements. ☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). ☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts. ☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms, break rooms, and elevators by limiting occupancy or staggering use, maintaining six feet of distance between adults. Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable space, understanding that tables and room set-up will require use of all space in the calculation. Note: The largest area of risk is adults eating together in break rooms without face coverings. 	<ul style="list-style-type: none"> ● Outdoor equipment will be cleaned daily in accordance to the CDC guidelines each cohort's scheduled time for use. ● Employees will only eat in established areas where social distancing can be maintained. It is suggested for the employee to eat outside or at a designated area where contact with others will be mitigated while eating meals.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Include meal services/nutrition staff in planning for school reentry. ☒ Prohibit self-service buffet-style meals. ☒ Prohibit sharing of food and drinks among students and/or staff. ☒ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. ☒ Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h of the <i>Ready Schools, Safe Learners</i> guidance). Staff must maintain 6 feet of physical distance to the greatest extent possible. If students are eating in a classroom, staff may supervise from the doorway of the classroom if feasible. ☒ Students and staff must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and shall be encouraged to do so after. ☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items). ☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. ☒ Adequate cleaning and disinfection of tables between meal periods. ☒ Since staff must remove their face coverings during eating and drinking, limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms and break rooms by limiting occupancy or staggering use. Consider staggering times for staff breaks, to prevent congregation in shared spaces. Always maintain at least six feet of physical distancing and 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. Wear face coverings except when eating or drinking and minimize time in spaces where face coverings are not consistently worn. 	<ul style="list-style-type: none"> ● Nutrition staff has been in the planning process for school reentry. ● All meals will be pre-packaged for students. ● Meals during the school day will be served in classrooms to cohort groups. ● Online students will have access to grab-and-go meals. ● All students must wash hands or use hand sanitizer prior to meals. If possible, students will wash hands in the classroom. If not, follow hallway and restroom procedures above. ● For elementary students, meals will be delivered to classrooms. ● Middle and High school students will cafeteria staff will deliver meals to each classroom. ● Students will not share utensils or other items during meals. ● Each table/desk will be cleaned after meals being consumed. Tables/desks can be cleaned before food consumption as well.

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service. ☒ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of 	<ul style="list-style-type: none"> ● We will work with MidCo to develop district level routes, training, and updates.

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>the bus (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance).</p> <p>☒ Staff must use hand sanitizer (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle. Gloves are not recommended; hand sanitizer is strongly preferred. If hand sanitizer is not available, disposable gloves can be used and must be changed to a new pair before helping each child.</p> <p>☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This must be done at the time of arrival and departure.</p> <ul style="list-style-type: none"> • If a student displays COVID-19 symptoms, provide a face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. <ul style="list-style-type: none"> ○ The symptomatic student shall be seated in the first row of the bus during transportation, and multiple windows must be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected. • If arriving at school, notify staff to begin isolation measures. <ul style="list-style-type: none"> ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. <p>☒ 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.</p> <p>☒ Drivers must wear masks or face coverings while driving, unless the mask or face covering interferes with the driver's vision (e.g., fogging of eyeglasses). Drivers must wear face coverings when not actively driving and operating the bus, including while students are entering or exiting the vehicle. A face shield may be an acceptable alternative, only as stated in Section 1h of the <i>Ready Schools, Safe Learners</i> guidance.</p> <p>☒ 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> <p>☒ Face coverings for all students, applying the guidance in section 1h of the <i>Ready Schools, Safe Learners</i> guidance to transportation settings. This prevents eating while on the bus.</p> <p>☒ Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible.</p>	<ul style="list-style-type: none"> • Bus routes will be adjusted to support cohorting students and physical distancing, including three feet of physical distance between passengers and six feet of physical distance between the driver and passengers (except during boarding and in assisting those with mobility devices) • All bus drivers will keep daily student logs (See Section 1a) • The School Nurse will support the training for bus drivers to maintain logs. • All drivers will wear face shields or the equivalent. <p>Facial covering are required for:</p> <ul style="list-style-type: none"> • All students and staff; • Children of any age should not wear a face covering: <ul style="list-style-type: none"> If they have a medical condition that makes it difficult for them to breathe with a face covering; If they experience a disability that prevents them from wearing a face covering; • They are unable to remove the face covering independently; or while sleeping. • Busses will be cleaned and wiped down between each route daily. • If a student displays symptoms, provide a face shield or face covering and keep the student at least 6 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. • School team will consult with families of students who will need additional support on the bus. (This may include an additional staff member riding the bus with students). <ul style="list-style-type: none"> ○ Staff members supporting students needing additional support will consult with the district nurse for specific protocols.

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. Provide time and supplies for the cleaning and disinfecting of high-touch surfaces between multiple student uses, even in the same cohort.</p> <p>☒ Outdoor learning spaces must have at least 75% of the square footage of its sides open for airflow.</p> <p>☒ Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment should be cleaned and disinfected at least daily in accordance with CDC guidance.</p> <p>☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.</p>	<ul style="list-style-type: none"> • All frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) will be cleaned between uses. • Each elementary classroom will have separate playground equipment. • Any shared equipment for class use (PE equipment, science lab equipment) will be cleaned between cohorts. • Door handles, desks, tables and restrooms will be cleaned between cohort groups. • Ventilation systems will be checked and maintained routinely by maintenance staff. • Bathrooms will be cleaned at least 3 times per day. (mid-morning, mid-day, and afternoon)

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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. ☒ Schools with HVAC systems must evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems shall, to the extent possible, increase natural ventilation by opening windows and interior doors before students arrive and after students leave, and while students are present. Do not prop open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed.) ☒ Schools with HVAC systems should ensure all filters are maintained and replaced as necessary to ensure proper functioning of the system. ☒ All intake ports that provide outside air to the HVAC system should be cleaned, maintained, and cleared of any debris that may affect the function and performance of the ventilation system. ☒ Consider running ventilation systems continuously and changing the filters more frequently. 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. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans must not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate. ☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. ☒ Facilities must be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces). ☒ 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"> • Bathrooms will be checked in between scheduled cleaning to determine if additional attention is needed. • Community areas - work room, staff room, office, etc. - will be cleaned and disinfected in cooperation between staff and custodians at least daily. • Custodians, facilities manager, and principal will work cooperatively to create and follow a cleaning and disinfecting schedule. • All procedures will be followed for all disinfectant products.

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. ☒ Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC). 	<p>Plan will be updated in collaboration with our district nurse, district mental and behavioral health staff and the district LPHA.</p> <p>We will provide age appropriate hand hygiene, mask wearing, and social distancing etiquette education to endorse prevention.</p> <p>Schools will practice appropriate communicable disease isolation and exclusion measures.</p> <p>Staff will participate in required health services related training to maintain health services practices in the school setting.</p> <p>COVID-19 specific infection control practices for staff and students will be communicated.</p> <p>Review 504 and IEP accommodations and IHP's will be advised to address vulnerable populations.</p> <p>Immunization processes will be addressed as per routine timeline.</p> <p>Information for immunization clinics will be provided to families.</p> <p>Continuity of existing health management issues will have a plan for sustaining operations alongside COVID-19 specific planning (i.e. medication administration, diabetic care).</p>

OHA/ODE Requirements	Hybrid/Onsite Plan

2I. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: <ul style="list-style-type: none"> • Contact tracing • The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. • Quarantine of exposed staff or students • Isolation of infected staff or students • Communication and designation of where the “household” or “family unit” applies to your residents and staff <input type="checkbox"/> Review and take into consideration CDC guidance for shared or congregate housing: <ul style="list-style-type: none"> • Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible • Ensure at least 64 square feet of room space per resident • Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary; • Configure common spaces to maximize physical distancing; • Provide enhanced cleaning; • Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs. <p>Exception K-12 boarding schools that do not meet the Advisory Metrics (Section 0 of the <i>Ready Schools, Safe Learners</i> guidance) may operate, in consultation with their Local Public Health Authority, provided that:</p> <input type="checkbox"/> They have a current and complete RSSL Blueprint and are complying with Sections 1-3 of the <i>Ready Schools, Safe Learners</i> guidance and any other applicable sections, including Section 2L of the <i>Ready Schools, Safe Learners</i> guidance. <input type="checkbox"/> The school maintains a fully-closed residential campus (no non-essential visitors allowed), and normal day school operations are only offered remotely through distance learning. <input type="checkbox"/> There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days. <input type="checkbox"/> Less than 10% of staff, employees, or contractors (in total) are traveling to or from campus. Staff in this designation will: <ul style="list-style-type: none"> • Limit travel to essential functions. • Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19. <input type="checkbox"/> Any boarding students newly arriving to campus will either: <ul style="list-style-type: none"> • Complete a quarantine at home for 14 days* prior to traveling to the school, OR • Quarantine on campus for 14 days.* <p>* A 14-day quarantine is the safest option to prevent the spread of COVID-19 to others. However, in either option above, for boarding students who have not developed any symptoms, schools may consider ending quarantine after 10 days without any testing, or after 7 days with a negative result on a COVID-19 viral test collected within 48 hours before ending quarantine, unless otherwise directed by the local public health authority (LPHA).</p> <input type="checkbox"/> Student transportation off-campus is limited to medical care.	<p>N/A for Perrydale</p>

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies.</p> <ul style="list-style-type: none"> • At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. • Fire drills must be conducted monthly. • Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. • Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year. <p><input checked="" type="checkbox"/> Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill must be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.</p> <p><input checked="" type="checkbox"/> When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.</p> <p><input checked="" type="checkbox"/> Drills shall not be practiced unless they can be practiced correctly.</p> <p><input checked="" type="checkbox"/> Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.</p> <p><input checked="" type="checkbox"/> If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year).</p> <p><input checked="" type="checkbox"/> Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.</p>	<p>Staff will instruct students in proper emergency procedures and then practice emergency drills as required and in as close to the procedure as normal while maintaining physical distancing.</p> <ul style="list-style-type: none"> • Multiple drills will be conducted during February while the school is in Hybrid learning • Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete. <p>All School Emergency Drills will be led by Dan Dugan, head of the Safety Committee, in partnership with local fire and police department to ensure all precautions are followed during safety drills.</p>

2n. SUPPORTING STUDENTS WHO ARE DYSREGULATED, ESCALATED, AND/OR EXHIBITING SELF-REGULATORY CHALLENGES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills.</p> <p><input checked="" type="checkbox"/> Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.</p> <p><input checked="" type="checkbox"/> Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.</p> <p><input checked="" type="checkbox"/> Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.</p> <p><input checked="" type="checkbox"/> Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.</p> <p><input checked="" type="checkbox"/> Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues.</p>	<ul style="list-style-type: none"> • Staff and the School Based Mental Health Therapist (counselor) will collaborate to teach and reinforce SEL lessons. Lessons may be reinforced via the SEL Committee made up of staff members and administration. Self-regulation routinely reviewed with the students. • Students will have the opportunity to meet with the counselor when needed and appropriate • Staff will be trained in and use Mandt strategies to support student self-regulation skills and de-escalation when necessary • In the event necessary, PPE will be utilized and physical distance maintained as much as possible depending on the situation.

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Plan for the impact of behavior mitigation strategies on public health and safety requirements:</p> <ul style="list-style-type: none"> • Student elopes from area <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in behavior that requires them to be isolated from peers and results in a room clear. <ul style="list-style-type: none"> ○ If students leave the classroom: <ul style="list-style-type: none"> ● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff ● Ensure physical distancing and separation occur, to the maximum extent possible. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior). <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● Maintain student dignity throughout and following the incident. ● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. <p>*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</p> <p><input checked="" type="checkbox"/> Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.</p>	

2o. PROTECTIVE PHYSICAL INTERVENTION

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Reusable Personal Protective Equipment (PPE) must be cleaned and disinfected following the manufacturer’s recommendation, after every episode of physical intervention (see section 2j. Cleaning, Disinfection, and Ventilation in the <i>Ready Schools, Safe Learners</i> guidance). Single-use disposable PPE must not be re-used.</p>	<p>Single use PPE will be disposed of as required by the guidance.</p> <p>Reusable PPE will be disinfected as recommended by the manufactures including reusable facemasks and faceshields.</p>



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review the "Planning for COVID-19 Scenarios in Schools" toolkit. <input checked="" type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. 	<p>We will follow the guidelines as described in the Planning for COVID-19 Scenarios in Schools toolkit for determining how to respond for any potential or actual case in the school.</p> <p>School office, administration, and school health personnel will be responsible for utilizing the Planning for COVID-19 Scenarios in Schools to follow procedures on isolation, removal, recovery, and re-entry of infected individuals.</p> <p>Coordinate communication with the Local Public Health Authority, LPHA. We have an established communication pattern with our LPHA Christy Polanco. She has been available via email or phone.</p> <p>When a case is identified in the local region a response team should be assembled within the district and responsibilities assigned to the team.</p> <p>Temporarily dismiss students following recommendation from LPHA.</p> <p>Modify, postpone, or cancel large school events as coordinated with LPHA.</p> <p>Work with LPHA to establish timely communication with staff and families.</p> <p>When novel viruses are identified in the school setting, and the incidence is low, the local health department will provide a direct report to the school district on the diagnosed case. Likewise, the LPHA will impose restrictions on contacts.</p> <p>Establish a specific emergency response framework with key stakeholders.</p>

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit. <input checked="" type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning. <input checked="" type="checkbox"/> Continue to provide meals for students. 	<p>School office, administration, and school health personnel will be responsible for utilizing the Planning for COVID-19 Scenarios in Schools to follow procedures on isolation, removal, recovery, and re-entry of infected individuals.</p> <p>Weekly review of attendance data and reported symptoms by staff and students to determine a potential increase in rates.</p> <p>Report to and consult with LPHA for all potential and confirmed COVID-19 cases.</p> <p>Temporarily dismiss students attending in-person learning; potential shift to distance learning for all students according to the Planning for COVID-19 Scenarios in Schools toolkit.</p> <p>Communication with families regarding criteria that must be met in order for on-site instruction to resume.</p> <p>Communicate with ODE.</p> <p>Meals will continue to be served to all students while in CDL.</p>

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review and utilize the “Planning for COVID-19 Scenarios in Schools” toolkit. <input checked="" type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. <input checked="" type="checkbox"/> When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.	<p>School office, administration, and school health personnel will be responsible for utilizing the Planning for COVID-19 Scenarios in Schools to follow procedures on isolation, removal, recovery, and re-entry of infected individuals.</p> <p>Distance learning and in-person learning will be planned in collaborative teams, allowing for students to move between an in-person and distance learning model as necessary.</p> <p>Custodial staff have reviewed the CDC guidance for cleaning and will follow that guidance.</p> <p>In the event of school closure, all students and staff will participate in distance learning temporarily.</p> <p>We will follow LPHA guidance regarding the return of students and staff for on-site instruction.</p>



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 unless the school is implementing the Limited In-Person Instruction provision under the Comprehensive Distance Learning guidance.

This section does not apply to private schools.

- We affirm that, in addition to meeting the requirements as outlined above, our school plan has met the collective requirements from ODE/OHA guidance related to the 2020-21 school year, including but not limited to requirements from:
- Sections 4, 5, 6, 7, and 8 of the [Ready Schools, Safe Learners](#) guidance,
 - The [Comprehensive Distance Learning](#) guidance,
 - The [Ensuring Equity and Access: Aligning Federal and State Requirements](#) guidance, and
 - [Planning for COVID-19 Scenarios in Schools](#)
- We affirm that we cannot meet all of the collective requirements from ODE/OHA guidance related to the 2020-21 school year from:
- Sections 4, 5, 6, 7, and 8 of the [Ready Schools, Safe Learners](#) guidance,
 - The [Comprehensive Distance Learning](#) guidance,
 - The [Ensuring Equity and Access: Aligning Federal and State Requirements](#) guidance, and
 - [Planning for COVID-19 Scenarios in Schools](#)

We will continue to work towards meeting them and have noted and addressed which requirement(s) we are unable to meet in the table titled “Assurance Compliance and Timeline” below.



4. Equity



5. Instruction



6. Family, Community, Engagement



7. Mental, Social, and Emotional Health



8. Staffing and Personnel

Assurance Compliance and Timeline

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

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