



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 1/19/2021

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	The International School
Key Contact Person for this Plan	Robert Woods
Phone Number of this Person	971-678-1215
Email Address of this Person	rwoods@intlschool.org
Sectors and position titles of those who informed the plan	Health and Safety Coordinator, Facilities Manager, Senior Management Team members and Education Leadership Team members
Local public health office(s) or officers(s)	<i>Multnomah County Health Department Greg Belisle, MCHD</i>
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Brandy Ascough and Steven Borcharding
Intended Effective Dates for this Plan	February 17, 2021- June 1
ESD Region	Multnomah ESD

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

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

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

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

We have worked with a diverse group of stakeholders to prepare for reopening school in 2020-21. We received feedback from parents through parent surveys and virtual meetings with parents. We also held numerous leadership team meetings with all departments of the school represented (Health and Safety, Facilities, After-School Program, Development, Marketing, Admissions, Finance, Human Resources, Education Programming, etc.). We held staff meetings to engage our faculty and administrative staff and welcomed their input as well. The Board of Trustees received copies of our Operational Blueprint and gave their input. We have also been in close contact with our Local Public Health Authority members to receive their feedback in our operations. We are providing personal laptops for all students and faculty members for an equitable access to remote learning.

- Select which instructional model will be used:

On-Site Learning **Hybrid Learning** **Comprehensive Distance Learning**

- 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).
- 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.
N/A

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.
N/A

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the <i>Ready Schools, Safe Learners</i> guidance.
N/A

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"> ✓ 1. 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. ✓ 2. Implement measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building. ✓ 3. 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. <ul style="list-style-type: none"> • 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. ✓ 4. 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 Ready Schools, Safe Learners 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. ✓ 5. 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. ✓ 6. 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. ✓ 7. Process and procedures established to train all staff in sections 1 - 3 of the Ready Schools, Safe Learners guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. ✓ 8. Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. ✓ 9. Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas. ✓ 10. Process to report to the LPHA any cluster of any illness among staff or students. ✓ 11. Protocol to cooperate with the LPHA recommendations. 	<ol style="list-style-type: none"> 1. TIS has completed OSHA's Exposure Risk Assessment form which can be found here. 2. TIS will follow a strict set of guidelines and rules to limit the spread of COVID-19 within the school setting. Some examples are as follows. All desks and chairs will be sanitized after each class day. The number of students in any given area will be regulated. Classroom furniture will be set up to be inclusive of 35sf per person and 6ft social distancing. Space will be allowed for belongings so they do not come into contact with other's personal items. Non-washable items will be removed. Classroom sofas will be marked with 6ft distancing and cleaned between use or removed from the classroom if unable to cleanse between users. 3. TIS has completed ODE's COVID-19 Specific Communicable Disease Management Plan which can be found here. 4. Health & Safety Coordinator, Brandy Ascough, will be the single point-person at the school and will be in charge of establishing, implementing, supporting, and enforcing all RSSL health and safety protocols. 5. Faculty and staff members are encouraged to share their concerns with their supervisors, the Health and Safety Coordinator, or the HR Manager. They can also share anonymous COVID concerns to the HR Manager through Google Forms specifically designed for that purpose. 6. Beth Appert, MCHD Greg Belisle, MCHD Tiffany Colburn Oregon Health Authority and Multnomah County Health Department Centers for Disease Control Oregon Department of Education Early Learning Division Brandy Ascough 7. Faculty and staff members are trained virtually by the Health and Safety Coordinator in accordance with the RSSL guidance before returning to in-person work. 8. The Health & Safety Coordinator will contact Multnomah County Health Department and any other related departments should students or staff reside in another county. 503-988-3674 503-988-3406 (After hours) 9. The Facilities Team will conduct a daily full building disinfection utilizing Clorox 360. All bathrooms will be cleaned and disinfected hourly. Teachers will disinfect the classroom routinely throughout the day and as needed. Playground structures will be cleaned multiple times a day

- ✓ 12. Provide all logs and information to the LPHA in a timely manner.
 - ✓ 13. Protocol for screening students and staff for symptoms (see section 1f of the **Ready Schools, Safe Learners** guidance).
 - ✓ 14. Protocol to isolate any ill or exposed persons from physical contact with others.
 - ✓ 15. Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the **Ready Schools, Safe Learners** guidance).
 - ✓ 16. Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the [Oregon School Nurses Association COVID-19 Toolkit](#).
 - If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the **Ready Schools, Safe Learners** guidance), the daily log may be maintained for the cohort.
 - If a student(s) is not part of a stable cohort, then an individual student log must be maintained.
 - ✓ 17. Required components of individual daily student/cohort logs include:
 - Child's name
 - Drop off/pick up time
 - Parent/guardian name and emergency contact information
 - All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student
 - ✓ 18. Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.
 - See supplemental guidance on LPHA/school partnering on [contact tracing](#).
 - Refer to [OHA Policy on Sharing COVID-19 Information](#)
 - ✓ 19. Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.
 - ✓ 20. 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.
 - ✓ 21. 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.
 - ✓ 22. Protocol to respond to potential outbreaks (see section 3 of the **Ready Schools, Safe Learners** guidance).
- 10. The Health & Safety Coordinator will contact Multnomah County Health Department and any other related departments should students or staff reside in another county.
503-988-3674
503-988-3406 (After hours)
 - 11. Health & Safety Coordinator will maintain regular contact with LPHA staff to identify recommendations and outline how they would be put into practice at the school.
 - 12. Health & Safety Coordinator will collect and supply all logs and information to the LPHA as needed. Contact tracing & arrival/dismissal logs will be maintained for 30 day periods.
 - 13. See TIS protocols under Section 1f.
 - 14. See TIS protocols under Section 1i.
 - 15. See TIS protocols under Section 1e.
 - 16. The school will use a technology-based system (School Pass) for maintaining daily logs in order to track individual student and cohort movements for contact tracing purposes.
 - 17. All required components mentioned in the requirements for daily log activities (Child's name, drop off/pick up, parent/guardian name, etc.) will be housed in the technology-based system (School Pass).
 - 18. School Pass will be utilized to house daily logs.
 - 19. Contact tracing records by employees who move between buildings will be maintained on Google Drive as per guidelines and regulations set forth by the applicable governing bodies.
 - 20. All reports of Covid-19 should be made the Health & Safety Coordinator. The Health & Safety Coordinator will consult with the LPHA. The Head of School will also be consulted about possible closure of the classroom or program. Facilities will be notified of the diagnosis and asked to secure immediate disinfection of the classroom and building. The Marketing and Communications Director will send appropriate messages to affected class, family, and/or community as needed.
 - 21. The Health & Safety Coordinator will provide updated information regarding current instructional models and student counts and report these data in ODE's COVID-19 Weekly School Status system.
 - 22. All reports of Covid-19 should be made the Health & Safety Coordinator. The Health & Safety Coordinator will consult with the LPHA. The Head of School will also be consulted about possible closure of the classroom or program. Facilities will be notified of the diagnosis and asked to secure immediate disinfection of the classroom and building. The Marketing and Communications Director will send appropriate messages to affected class, family, and/or community as needed.
- Recommended Practices Taken into Consideration**
- Faculty and staff members will be trained in physical distancing and hygiene practices before their return to in-person work. Regular reminders will be sent out by supervisors and the Health & Safety Coordinator.
 - All necessary point people have been included and are represented in the TIS Safety Committee Meeting.

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ✓ 1. 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"> 1. For individual students who are high risk and wish to take part in the full program, TIS will provide reasonable accommodations for the student to engage in the program remotely. 2. Support for students who have health conditions will be arranged by the Health and Safety Coordinator as condition

- ✓ 2. All districts must account for students who have health conditions that require additional nursing services. Oregon law ([ORS 336.201](#)) defines three levels of severity related to required nursing services:
 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.
 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.
- ✓ 3. Review [Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEA During CDL and Hybrid](#).
- ✓ 4. Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:
 - Communicate with parents and health care providers to determine return to school status and current needs of the student.
 - Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.
 - Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.
 - The RN practicing in the school setting should be supported to remain up to date on current guidelines and access 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:
 - 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.

dictates in conjunction with parental advice and physician's orders.

3. The Supplemental Guidance on Community and Health Responsibilities document has been reviewed.
4. The Health and Safety Coordinator will arrange for support and follow-up with the student's parents and medical treatment team (as needed), as well as with the Student Support Services team as needed.

Recommended Practices Taken into Consideration

- For individual students who are high risk and wish to take part in the full program, TIS will provide reasonable accommodations for the student to engage in the program remotely. We are providing individual access to devices for students as well. We have also expanded our Zoom account to provide smaller breakout sessions.
- The school will be providing comprehensive distance learning if the school is unable to provide on-site learning for 3 or more consecutive days.

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ✓ 1. Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings. If implementing Learning Outside guidance, establish an outside learning space for learning that maintains minimum 35 square feet per person. <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. ✓ 2. Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible. ✓ 3. 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. ✓ 4. 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). ✓ 5. Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. ✓ 6. Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. 	<ol style="list-style-type: none"> 1. Occupancy for each classroom space has been determined, allowing for a minimum of 35 sq ft per person and 6 ft of social distancing. Faculty and staff members are strongly encouraged to hold meetings virtually. For instances where employees must come together in one room, they are provided with a space where 6ft of distance can be observed to maintain social distancing as much as possible. 2. Traffic patterns have been developed and decals have been placed throughout the school buildings. Teachers will support their students to maintain physical distancing in daily activities. Recess will be spread out to different locations on campus and will involve only students from stable cohorts. 3. Floor markings and arrows have been placed in bathrooms, halls outside of bathrooms, entryways, playground line-up areas, line-up markings in classrooms and front desk areas to designate 6ft distance. One-way traffic flows have been designated inside buildings (stairwells, hallways, Sherman st. sidewalks, etc.) 4. Every stable cohort (class) will have a separate recess time in various recess spaces throughout the campus. They will be assigned a space. Specialists will go into the classroom to limit the amount of movement of stable cohorts. 5. Homeroom teachers will work directly with students who need additional support. If the student requires further support, the homeroom teacher will coordinate with the Educational Leadership Team and the Health and Safety Coordinator. 6. Staff will minimize in person meetings and utilize remote meetings to the greatest extent possible. Any in-person meetings will have minimal groupings, require 6 feet of physical distancing, require face coverings and handwashing. <p>Recommended Practices Taken into Consideration</p> <ul style="list-style-type: none"> • Classes will utilize outdoor spaces and open areas in Learners courtyards and playgrounds.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ✓ 1. 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. ✓ 2. 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. ✓ 3. Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the Ready Schools, Safe Learners guidance). ✓ 4. Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. 	<ol style="list-style-type: none"> 1. Homeroom classrooms and the Global Kids extended day program of less than 20 students per group will be established as stable cohorts. 2. Students are restricted to their homeroom stable cohorts for the entire school week. Students registered in Global Kids extended day program will interact with a second stable cohort. Students will not be part of any single cohort, or part of multiple cohorts that is >50 people. 3. Contact tracing among the cohort will be done using a digital platform (School Pass). 4. Floors have been labeled with 6ft distancing with marks or decals. Restroom use will be coordinated so as to avoid interaction between students in different stable cohorts. Restrooms will be sanitized hourly. Classrooms will be cleaned by teachers throughout the day and sanitized at the close of each school day. 5. The Facilities Manager has devised a schedule for regular cleaning and disinfecting of all common surfaces throughout the day. 6. Cohorts have been designed and will be maintained based on homeroom class groupings. Homeroom teachers, in

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. 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.
- ✓ 6. 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.
- ✓ 7. Minimize the number of staff that interact with each cohort to the extent possible, staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.
- ✓ 8. 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.

collaboration with the Educational Leadership Team, will ensure access to general education for any student unable to attend.

- 7. All faculty and staff are trained upon return to work on campus. Staff who interact with multiple stable cohorts are required to wear face coverings and they will be provided by the school. All staff must sanitize their hands when entering a school building, after touching their face covering, eating and restroom use, and between stable cohorts (where applicable).
- 8. Specialist schedules have been altered to reduce the number of cohorts they interact within a week.

Recommended Practices Taken into Consideration

- A small cohort size of less than 20 individuals will be maintained.
- Class schedules are designed for all classes to stay in homerooms throughout the day, including lunch. Specialist teachers will be rotating classrooms.
- Restrooms and outdoor learning spaces are assigned to cohorts based on buildings.
- Student enrollment and classroom assignments are designed to meet the physical distance requirements according to each individual building's identified capacity.

1e. PUBLIC HEALTH COMMUNICATION AND TRAINING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ✓ 1. 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. ✓ 2. 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. ✓ 3. Post "COVID -19 Hazard Poster" and "Masks Required" signs as required by OSHA administrative rule OAR 437-001-0744(3)(d) and (e). ✓ 4. 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. ✓ 5. 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. ✓ 6. Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance. ✓ 7. Provide all information in languages and formats accessible to the school community. 	<ul style="list-style-type: none"> 1. Letters addressing processes and procedures regarding infection control measures will be shared with staff periodically and training will be provided before staff are asked to return to campus. 2. Appropriate training will be offered to all staff prior to their return to campus. This includes but is not limited to a virtual webinar, online videos, and the sharing of updates on guidelines as needed. 3. COVID-19 Hazard Poster and Masks Required posters have been posted. 4. Communications have been formatted to communicate with students, faculty, and staff who have come into close contact with a confirmed case. These will be distributed to appropriate groups as identified through the collaboration with LPHA. 5. The Health and Safety Coordinator and the Marketing and Communications Director will immediately communicate those affected. The Health and Safety Coordinator will work in collaboration with the Senior Management Team and the Local Public Health Authorities to determine if school closure or continuous learning is needed. 6. Training is provided prior to returning to working on campus. Updates on guidance documents are disseminated to supervisors on a weekly basis and they are in contact with their direct reports. Weekly employee newsletters and emails to all employees are regularly sent out with important updates on guidelines. 7. Information will be provided in English and homeroom teachers will individually provide information to students in the target language.

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

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>✓ 1. Direct students and staff to stay home if they have COVID-19 symptoms. COVID-19 symptoms are as follows:</p> <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 ○ 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>✓ 2. 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>✓ 3. 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>✓ 4. 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>✓ 5. 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>	<ol style="list-style-type: none"> 1. All community members will be supplied with the symptom list provided by OHA. Families and staff will be instructed to stay at home and notify the school if they or any family member or anyone living in their community living space show symptoms. Any student or staff member identified with any of the listed symptoms at school will be isolated and sent home at the earliest possible time. The LPHA will be notified. Contact tracing will also be implemented in order to notify all other necessary parties as to the possible infection. Notification of exclusion containing details of the symptom and the length of the exclusion will be sent to the appropriate parties. 2. Staff who have been trained in screening procedures will be assigned to preselected school entry points. All staff and students will be screened upon arrival at school. Any staff or student displaying symptoms will be isolated in the designated isolation area and sent home as soon as possible. Families or staff sent home will be given information concerning the exclusion as outlined in 1f #1. 3. Staff or students who have been exposed to a known case of COVID-19 will be isolated if on campus and then excluded from school as per LPHA guidance. 4. Staff or students with chronic or baseline cough that has worsened or is not well-controlled will be excluded as per 1f #2. Staff or students who have chronic or baseline symptoms will not be excluded from school. 5. Students and staff will be directed to handwashing stations following entry screening. <p>Recommended Practices Taken into Consideration</p> <ul style="list-style-type: none"> ● All screeners have been trained in implicit bias training and follow exclusionary rules as set forth by ODE and ELD. ● Student screening will solely be based upon responses to wellness questions, appearance of symptoms, and temperature.

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>✓ 1. 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>✓ 2. 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>	<ol style="list-style-type: none"> 1. Non-essential visitors will be restricted from campus. Essential visitors will be required to check in at a front desk leaving contact tracing information, wear a face covering, maintain physical distancing protocols, and check out when leaving campus. 2. Visitors will be required to undergo the same screening as staff and students upon check-in. 3. Hand-washing will be a requirement of the check-in and check-out procedures.

- ✓ 3. Visitors/volunteers must wash or sanitize their hands upon entry and exit.
- ✓ 4. Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of the **Ready Schools, Safe Learners** guidance.

- 4. Visitors will be required to wear face coverings. This will be reinforced at check-in. Masks will be provided if visitors don't have one. Signage will be posted reminding visitors about mask protocols, social distancing, etc.

Recommended Protocols Taken into Consideration

- Teacher parent conferences will be done virtually unless in-person collaboration is needed. Teachers and parents will be asked to use email, telephones or virtual meeting options for all communications.
- Outside learning spaces will be encouraged for the involvement of volunteers and guest speakers.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ✓ 1. Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers. ✓ 2. 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 a short period of time and clear communication is otherwise not possible. ✓ 3. 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. ✓ 4. Face coverings should be worn both indoors and outdoors, including during outdoor recess. ✓ 5. 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: <ul style="list-style-type: none"> • 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;" <ul style="list-style-type: none"> ○ 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. ✓ 6. 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. <ul style="list-style-type: none"> • Additional guidance for nurses and health staff. <p>Accommodations under ADA or IDEA and providing FAPE while attending to Face Covering Guidance</p>	<ol style="list-style-type: none"> 1. The school will provide face coverings for all who enter the school building should they need one. 2. All staff and faculty will be required to wear face coverings in accordance to the ODE/OHA guidelines. 3. Students in grades Kindergarten and up will be required to wear face coverings in accordance with the ODE/OHA guidelines. 4. Face coverings will be required to be worn indoors and outdoors. 5. Faculty will be trained to provide sensory breaks for students should they need it. Group mask breaks will not be allowed. If the teacher needs additional support, they will reach out to the Health and Safety Coordinator to help with the instruction of the student. 6. All health screeners, the Health and Safety Coordinator, and staff providing direct contact care and monitoring of staff/students displaying symptoms will be provided with appropriate PPE such as N95/K95 masks. 7. If a student requires an accommodation, the Health and Safety Coordinator will work with the family on alternative types of facial coverings. If no facial coverings is deemed appropriate then the student will be provided with increased social distancing space and additional instructional support. 8. Students with existing medical conditions and a physician's orders to not wear face coverings will not be denied access to in-person instruction. 9. The Student Support Services Coordinator will work with individual students and appropriate outside professionals to accommodate the needs as stated on their 504/IEP plans. 10. The Student Support Services Coordinator will work with individual students. 11. Staff members who require an accommodation for the face covering or face shield requirements will work with HR and their supervisors to limit the staff's proximity to students and staff and minimize the possibility of exposure. <p>Recommended Protocols Taken into Consideration</p> <ul style="list-style-type: none"> • Information concerning the frequency and methods of washing face coverings will be provided to families and staff. • PreK and LowK students who normally wear a face covering will be asked to remove it during nap time. Students with preexisting conditions or other needs that prevent them from wearing face coverings will be identified to staff and faculty. Homeroom teachers, Student Support Services staff and other personnel will be coached in ways to support identified students within their cohorts. • Plexiglass shields have been installed at the front desk stations.

- ✓ 7. 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.
- ✓ 8. 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.
- ✓ 9. 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.
 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:
 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.
 2. The team must determine that the disability is not prohibiting the student from meeting the requirement.
 - If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,
 - If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning.
 3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.
- ✓ 10. 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.

- ✓ 11. 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.

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ✓ 1. 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. ✓ 2. 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. <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. • 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. ✓ 3. 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. <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. ✓ 4. Establish procedures for safely transporting anyone who is sick to their home or to a health care facility. ✓ 5. 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 	<ul style="list-style-type: none"> 1. Protocols for the screening of students and staff are outlined in section 1f #2. Protocols for the exclusion and isolation of students or staff displaying symptoms during the school day are outlined in section 1i #2 below. 2. Teacher(s) will call the Health and Safety Coordinator in the case of any student displaying symptoms during the school day. The Health and Safety Coordinator will respond to the class door and assess the student outside of the classroom. If ill, the student will collect belongings. The Health and Safety Coordinator will escort the student to the exterior wait area or to Frank's Lounge (in case of bad weather or if the student needs to use the restroom). Staff member(s) who develop symptoms during the school day will self-report to the Health and Safety Coordinator for assessment. If ill, the staff member will be isolated and sent home as soon as possible. Appropriate notifications regarding exclusion will be provided to the family or staff member. Students who have regularly scheduled medication will have the medications delivered to the classroom by the Health and Safety Coordinator. Teachers will contact the Health and Safety Coordinator regarding any students who need routine treatment to determine how to proceed. 3. See procedure above. Staff who provide direct care to symptomatic individuals will be provided with appropriate PPE and wash hands accordingly. 4. Transportation of a sick student will fall under the responsibility of the student's parent or guardian. Transportation of a sick staff member will fall under the responsibility of the staff member or their emergency contact. 5. All families and staff will be asked to follow the guidelines and protocols as stated by ODE/OHA. These will be reinforced by the Health and Safety Coordinator. 6. The Health and Safety Coordinator will assess symptoms. 7. The Health and Safety Coordinator will work with Health Screeners and homeroom teachers to record and monitor students and staff being isolated or sent home. The Health and Safety Coordinator will also work with the LPHA for input. 8. Students who are required to be temporarily off-site for isolation and quarantine will be provided with a reasonable remote learning option. <p>Recommended Protocols Taken into Consideration</p> <ul style="list-style-type: none"> • The school will regularly review available resources for both physical and mental health concerning children and adults and will post appropriate resources on the school website.

have COVID-19 symptoms. Refer to table in [“Planning for COVID-19 Scenarios in Schools.”](#)

- ✓ 6. 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).
- ✓ 7. Record and monitor the students and staff being isolated or sent home for the LPHA review.
- ✓ 8. The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine.



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
<ul style="list-style-type: none"> <input type="checkbox"/> Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns. 	<p>N/A. Section 2a does not apply to private schools.</p>

<input type="checkbox"/> 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. <input type="checkbox"/> 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.	
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2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 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). <input type="checkbox"/> 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). <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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.	N/A. Section 2b does not apply to private schools.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> 1. Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> 2. Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements. <input checked="" type="checkbox"/> 3. If providing learning outside and allowing students to engage with devices during the learning experiences, provide safe charging stations.	<ol style="list-style-type: none"> IT will cleanse all devices if transferring to another individual. Teachers will disinfect equipment prior to and after sharing. Students will be provided with individual devices. All procedures for return, inventory, updating and redistributing devices will meet physical distancing requirements. Safe charging stations will be provided. <p>Recommended Protocols Taken into Consideration</p> <ul style="list-style-type: none"> The school will be providing a device for each student in order for them to participate in distance learning. The PYP Coordinator and Technology Coordinator have created a list of software and student-facing technology solutions with the implication of student privacy in mind. Students will be encouraged to take their devices with them at the end of the school day in the case that a student, class, or the school has to switch to Comprehensive Distance Learning mode. Maintaining stable cohorts will also allow for individual class(es) to go online, instead of the whole school. A network system scan was run with Pavelcomm to verify the network device integrity and test the response effectiveness of system devices. The TIS Technology Policies have been updated and can be found here. The Continuous Learning email group will respond to any technical concerns or questions.

- Students and families have access to telehealth through their health insurance. Staff are provided access to telehealth through the school's insurance and telehealth services are regularly communicated by the Human Resources department.
- Students are provided with instruction and resources on digital citizenship and best ways to navigate online environments safely.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ✓ 1. Handwashing: All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer. ✓ 2. Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. ✓ 3. 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. ✓ 4. Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. ✓ 5. 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.). 	<ol style="list-style-type: none"> 1. Handwashing: All staff, health screeners and the Health and Safety Coordinator will encourage all people on campus to wash their hands frequently. Child-friendly posters have been posted in classrooms, hallways, and bathrooms. Handwashing posters have also been posted in staff rooms, staff bathrooms, and at check-ins for non-stable cohorts. Handwashing video clips will be disseminated to homeroom teachers and parents to share with students. Hand sanitizing stations are available in every building across the campus. 2. Equipment: IT will cleanse all devices if transferring to another individual. Teachers will disinfect equipment prior to and after sharing. 3. Events: All in-person events have been postponed through the end of the calendar year. We will reassess events periodically, based on current conditions and guidelines from ODE/OHA. 4. Transitions/Hallways: Staggered recess schedule will allow for transitions to minimize the opportunity of the mixing of stable cohorts. Entry and exit doors and hallways have been marked to promote physical distancing and minimize gatherings 5. Personal Property: All students, faculty, and staff will be encouraged to label their personal belongings and will be strongly encouraged to keep the usage limited to the item owner. <p>Recommended Protocols Taken into Consideration</p> <ul style="list-style-type: none"> • Students will stay in stable cohorts during the after-school program (representing their second stable cohort after their school day class). After-school program activities will follow the same physical distancing requirements as outlined for the regular program operation and will utilize outdoor spaces as frequently as possible. All health and safety protocols as outlined in for the regular program operation will be followed. This includes but is not limited to: classrooms cleaned prior to student arrival to the after-school program, face coverings as a requirement for K-5th students and all staff, enhanced hygiene and cleaning procedures, contact tracing, and outdoor pick-up. • Use of school facilities will be severely restricted and limited to regular programs or after-school program use.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ✓ 1. Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ✓ 2. Create schedule(s) and communicate staggered arrival and/or dismissal times. ✓ 3. Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the Ready Schools, Safe Learners guidance). 	<ol style="list-style-type: none"> 1. Health Screeners, in collaboration with the Health and Safety Coordinator, will encourage physical distancing, stable cohorts, square footage, and cleaning requirements during arrival and dismissal. Students will be provided with emotional support as they enter the school. Floor markings and signage have been placed to provide guidelines for all people entering and leaving the school. 2. There will be no staggered arrival/dismissal times as the campus has several entry points that have been assigned by

- ✓ 4. Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern.
 - Eliminate shared pen and paper sign-in/sign-out sheets.
 - Ensure hand sanitizer is available if signing children in or out on an electronic device.
- ✓ 5. 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.

- grade levels to lessen the number of students and families gathering during arrival and dismissal times.
3. Health screeners will be placed at all entrances under awnings. Large Modular will report to Stearns for screening prior to entry. Small modular will have its own screener. Hilltop will have a screener at the rear entrance
 4. Sign-in and sign-out procedures will be done utilizing technology (School Pass), eliminating the need for shared pen or paper. Students and faculty will be directed to handwashing stations immediately after check-in. Any shared device will be sanitized between use.
 5. Hand sanitizer dispensers have been installed near all entry doors and high-traffic areas.

Recommended Protocols Taken into Consideration

- Stamps and decals have been placed indicating appropriate social distancing to help manage traffic.
- The arrival and dismissal processes have been designed to observe social distancing guidelines.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ✓ 1. 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. ✓ 2. 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. ✓ 3. 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. 	<ol style="list-style-type: none"> 1. Seating: Seating: Facilities and the Health and Safety Coordinator have rearranged student desks and other seat spaces to maintain the 6ft social distance requirement and 35 square feet per person. Students will be assigned their personal space. 2. Materials: Students will have their own desk and storage container to keep their supplies separate from other students. Teachers will sanitize any materials prior to and after being shared. 3. Handwashing: Teachers will ensure training and follow up reminders on effective handwashing and respiratory etiquette. They will also schedule regular hand washing for their students throughout the day and directly upon arrival. Health screeners and the Health and Safety Coordinator will enforce handwashing upon arrival. <p>Recommended Protocols Taken into Consideration</p> <ul style="list-style-type: none"> • Furniture: All non-washable items or items that don't allow for physical distancing have been removed. • Classroom Procedures: Student movement will be closely monitored for bathroom use. Individual student belongings will be kept in individual storage spaces. • Library: Student traffic to the library will be restricted and the librarian will be interacting with teachers by moving books or sending books to the classroom. Checkout and return procedures are designed to allow time for necessary sanitization. The school is also increasing its access to eBooks. • Seating: Visual aids such as decals and stamps have been placed to encourage social distancing in the classroom. • Environment: Windows will be opened and classes will be held outside as often as the weather allows. • Limit Transitions: To keep stable cohorts, classes will not be mixed for specialist classes: art, music, PE, and library. Specialist teachers will be visiting homeroom classes.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ✓ 1. Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see 	<ol style="list-style-type: none"> 1. Playgrounds are fenced, closed and locked after school hours. They will be only used for scheduled recess cohorts.

<p>Oregon Health Authority’s Specific Guidance for Outdoor Recreation Organizations).</p> <ul style="list-style-type: none"> ✓ 2. 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. ✓ 3. 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. ✓ 4. 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 (balls, jump ropes, etc.) should be cleaned and disinfected at least daily in accordance with CDC guidance. ✓ 5. Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance). ✓ 6. Maintain physical distancing requirements, stable cohorts, and square footage requirements. ✓ 7. Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). ✓ 8. Design recess activities that allow for physical distancing and maintenance of stable cohorts. ✓ 9. Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. ✓ 10. 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"> 2. Students are required to wash hands with soap and water for 20 seconds. 3. Students will be directed to wash hands or use hand sanitizers upon building entry, after use of playground equipment, and in other appropriate times. 4. Playground usage will be staggered by cohort. Playground structures will be cleaned multiple times throughout the day. Recess toys will be purchased for each cohort to minimize sharing between cohorts. 5. Cleaning procedures will be followed as per Ready Schools, Safe Learners requirements. 6. Classrooms have been set up to maintain the physical distancing and square footage requirements. Classroom teachers and the Health and Safety Coordinator will enforce physical distancing requirements, stable cohorts, and square footage requirements. 7. Access and use of outdoor equipment will be reviewed with students and enforced by staff. Appropriate signage regarding use of areas and/or equipment were put in place. 8. The recess schedule is designed to allow access to the playground area one cohort at a time. 9. Playground structures will be cleaned multiple times throughout the day. Sanitization schedule is in alignment with the recess schedule by cohort. 10. Use of shared spaces have been restricted by limiting occupancy and staggering use. Shared spaces have been set up in a way where six ft of distance and a minimum of 35 sq ft per person can be observed. Staff are not allowed to eat together in break rooms. <p>Recommended Protocols Taken into Consideration</p> <ul style="list-style-type: none"> • Bathroom door handles will be disinfected hourly. • Touch-free paper towel dispensers have been installed.
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2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ✓ 1. Include meal services/nutrition staff in planning for school reentry. ✓ 2. Prohibit self-service buffet-style meals. ✓ 3. Prohibit sharing of food and drinks among students and/or staff. ✓ 4. 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. ✓ 5. Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h of the Ready Schools, Safe Learners 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. ✓ 6. 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. ✓ 7. Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items). ✓ 8. Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. 	<ul style="list-style-type: none"> 1. N/A. The school does not have a cafeteria. No third party lunch providers will be available for the 2020-21 school year. 2. N/A. The school does not have a cafeteria. No third party lunch providers will be available for the 2020-21 school year. Staff buffet-style meals will be prohibited. 3. The sharing of food and drinks among students and staff will be prohibited. 4. Students will eat in their homerooms at their own desks and will be supervised by their homeroom teachers. Students will be able to remove their face coverings while eating and will be required to put them back on afterwards. 5. N/A. Students will be bringing their own lunches. Staff will wear face coverings/shields during student lunch and snack service. 6. Students will be directed to wash hands for 20 seconds before and after the consumption of any meals or snacks. 7. Students will eat in the classroom. Daily routines for cleaning classrooms following meals are in place. 8. N/A. The school does not have a cafeteria. No third party lunch providers will be available for the 2020-21 school year. 9. Students will eat in the classroom. Daily routines for cleaning classrooms following meals are in place.

- ✓ 9. Adequate cleaning and disinfection of tables between meal periods.
- ✓ 10. 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.

10. Staff will not be allowed to congregate for meals. They will be encouraged to sit outdoors if the weather permits. They will also be encouraged to maintain social distancing when eating in the same room.

Recommended Protocols Taken into Considerations

- Staff members will be encouraged to sit outdoors to eat independently or use their individual spaces (such as their cars, offices, etc.) to eat.
- Students will eat in the classroom and a staff member (such as their homeroom teacher) will be present to support students who need help opening containers and packages.

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ✓ 1. Include transportation departments (and associated contracted providers, if used) in planning for return to service. ✓ 2. Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance). ✓ 3. 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. ✓ 4. 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. <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. ✓ 5. 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. ✓ 6. 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. ✓ 7. 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). 	<ol style="list-style-type: none"> 1. N/A. Busses are utilized only during field trips and field trips are on hold until further notice. 2. N/A. Busses are utilized only during field trips and field trips are on hold until further notice. 3. To maintain social distancing guidelines, health screeners will maintain physical distancing during arrival and dismissal times. Parents are responsible to help their children get on and off the vehicle. 4. Busses are utilized only during field trips and field trips are on hold until further notice. Screening for bus loading will be performed at the start of the day before busses arrive to campus. 5. The school will work with parents/guardians of students who may require additional support. 6. N/A. Busses are utilized only during field trips and field trips are on hold until further notice. 7. N/A. Busses are utilized only during field trips and field trips are on hold until further notice. 8. N/A. Busses are utilized only during field trips and field trips are on hold until further notice. 9. N/A. Busses are utilized only during field trips and field trips are on hold until further notice.

- ✓ 8. Face coverings for all students, applying the guidance in section 1h of the **Ready Schools, Safe Learners** guidance to transportation settings. This prevents eating while on the bus.
- ✓ 9. Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible.

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ✓ 1. 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. ✓ 2. Outdoor learning spaces must have at least 75% of the square footage of its sides open for airflow. ✓ 3. 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. ✓ 4. Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ✓ 5. 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. ✓ 6. 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.) ✓ 7. Schools with HVAC systems should ensure all filters are maintained and replaced as necessary to ensure proper functioning of the system. ✓ 8. 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. ✓ 9. 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. ✓ 10. Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. ✓ 11. 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). ✓ 12. Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and 	<ol style="list-style-type: none"> 1. All restrooms are cleaned, sanitized, and disinfected hourly and as needed. Classrooms will be cleaned, sanitized, and disinfected daily and as needed. Drinking fountains will be closed except filling stations. Playground equipment will be cleaned between each stable cohort. 2. Our outdoor learning spaces have at least 75% of the square footage of its sides open for airflow. 3. Playground equipment and playground structures will be cleaned several times throughout the day. 4. All disinfectants will be safely and correctly applied as specified by the manufacturer. They will also be kept in a secure place away from students. 5. Disinfectants with hydrogen peroxide will be utilized to reduce the risk of asthma. 6. All economizers were disabled to increase outside airflow. New MRVE-11 filters have been installed and all HVAC units have been serviced. All classrooms have standalone True HEPA filters appropriately sized for their room. Indoor air quality is regularly monitored using calibrated equipment. 7. All HVAC systems have new MRVE-11 filters installed and are regularly monitored. 8. All intake ports that provide outside air to the HVAC system are cleaned, maintained, and cleared of any debris that affects the function and performance of the ventilation system. 9. All ventilation systems are regularly monitored. Fans will not be utilized, especially in rooms with closed windows and doors. Classroom windows will be opened as the weather allows. 10. N/A. Health and Safety Coordinator will be visiting students outside their classrooms. 11. Facilities are cleaned and disinfected multiple times per day to prevent transmission of virus from surfaces per CDC's guidelines. 12. True HEPA filters have been installed.

[American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance](#)).

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>✓ 1. 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.</p> <p>✓ 2. 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>	<ol style="list-style-type: none"> 1. Ill students will be removed from the classroom as soon as possible and isolated until parent pickup. Ill student will be required to wear a face covering as tolerated. A staff member will monitor the student until pickup. A private bathroom will be available to the student until pickup. Facilities will disinfect the indoor isolation area as needed. 2. We will be working in collaboration with local health authorities, Oregon Health Authority, Oregon's School Nurses Association, local Fire Marshall, local Sanitation inspector, local public and private school contacts, and experienced medical professionals. 3.

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach:</p> <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 <p><input type="checkbox"/> Review and take into consideration CDC guidance for shared or congregate housing:</p> <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 Ready Schools, Safe Learners guidance) may operate, in consultation with their Local Public Health Authority, provided that:</p> <p><input type="checkbox"/> They have a current and complete RSSL Blueprint and are complying with Sections 1-3 of the Ready Schools, Safe Learners guidance and any other applicable sections, including Section 2L of the Ready Schools, Safe Learners guidance.</p> <p><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.</p> <p><input type="checkbox"/> There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.</p> <p><input type="checkbox"/> Less than 10% of staff, employees, or contracts (in total) are traveling to or from campus. Staff in this designation will:</p>	<p>N/A. Section 2l does not apply to The International School.</p>

- Limit travel to essential functions.
 - Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19.
- Any boarding students newly arriving to campus will either:
- Complete a quarantine at home for 14 days* prior to traveling to the school, OR
 - Quarantine on campus for 14 days.*
- * 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).
- Student transportation off-campus is limited to medical care.

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2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ✓ 1. 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. <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. ✓ 2. 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. ✓ 3. When or if physical distancing must be compromised, drills must be completed in less than 15 minutes. ✓ 4. Drills shall not be practiced unless they can be practiced correctly. ✓ 5. Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement. ✓ 6. 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). ✓ 7. 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. 	<ul style="list-style-type: none"> 1. TIS has scheduled emergency drills monthly in accordance with ORS 336.071 and OAR 581-022-2225. 2. Drills will be carried out as close as possible to the procedures that would be used in an actual emergency. 3. Drills will be executed in a safe manner and adherence to social distancing will be maintained as much as possible. 4. The school maintains the right to be flexible with the established drill schedule in order to ensure that drills can be practiced correctly. 5. All staff are trained on safety drills. 6. N/A 7. All persons that enter or exit a building are required to wash hands or use hand sanitizers. <p><i>Recommended Protocols Taken into Consideration</i></p> <ul style="list-style-type: none"> ● TIS works with local emergency personnel to request modifications to scheduled drills. ● Homeroom teachers are trained to appropriately debrief with their students on the emergency drills. ● TIS sends communications to families before and after safety drills so families can prepare for, process, and review drills at home. ● All persons that enter or exit a building are required to wash hands or use hand sanitizers and will be provided with soap and hand sanitizers. ● TIS works with local emergency personnel to review evacuation routes and class evacuation spots to ensure as much physical distancing as possible.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
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<ul style="list-style-type: none"> ✓ 1. 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. ✓ 2. Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. ✓ 3. 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. ✓ 4. 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. ✓ 5. Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. ✓ 6. 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. ✓ 7. Plan for the impact of behavior mitigation strategies on public health and safety requirements: <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. 	<ol style="list-style-type: none"> 1. TIS has established PBIS frameworks (such as Zones of Regulation) and provides regular professional development training for faculty members. 2. We have documented support plans that are clearly communicated to applicable parties to reduce antecedent events and triggers. 3. We have plans in place in case behavioral escalations should happen. 4. Resources and support will be provided by teachers and Student Support Services staff to individual students as needed. 5. All staff will receive trauma-informed practices training so they are aware of how to support students during this time of great socioemotional need. We will have an identified administrator in each building to support with dysregulation and de-escalation as needed. 6. Supervisors work closely with their direct reports and will provide training for staff so they are aware of not only the student’s regulation but their own self-regulation and resilience. 7. TIS has behavior mitigation strategies in place that faculty and staff are trained in regularly and posted as a resource. If a student exhibits repeated behavior that requires them to be isolated from peers, then a referral to Student Support Services will be made to create a proactive plan for the individual student. 8. Spaces that are used to de escalate behaviors will be appropriately cleaned and sanitized after use. <p>Recommended Practices Taken into Consideration</p> <ul style="list-style-type: none"> ● Faculty members use Zones of Regulation to help students understand when they become upset and share strategies with the students. They also receive administrative support and counsel from the Student Support Services team and the Educational Leadership Team. ● TIS has a clear set of expectations for staff around supporting students who exhibit challenging behavior. ● Faculty members provide classroom routines that establish regulatory activities during their homeroom check-ins. ● Student Support Services provides in-class support for faculty members on evidence-based verbal techniques that are empathetic and calming. ● The Student Support Services Coordinator is currently reviewing and updating all individualized student support plans. ● TIS implements the Responsive Classroom which teaches socioemotional skills to ensure that students self-regulate and create predictable routines throughout the day.
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- 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.

- ✓ 8. 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.

2o. PROTECTIVE PHYSICAL INTERVENTION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ✓ 1. 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 Ready Schools, Safe Learners guidance). Single-use disposable PPE must not be re-used. 	<ol style="list-style-type: none"> 1. Reusable Personal Protective Equipment is cleaned and sanitized after every episode of physical intervention. <p>Recommended Practices Taken into Consideration</p> <ul style="list-style-type: none"> • Staff administering the restraint will frequently wash hands and wear a face covering. An additional staff member will monitor the restraint and be prepared to switch out in the event that protective equipment must be altered or adjusted. Currently, staff members who are trained in physical restraint are the Student Support Services team, the Education Leadership Team, the Health and Safety Coordinator, the Summer Camp Director, and the Global Kids Program Manager. • Positive, student-centered prevention practices will be used at all times. Additional PPE will be used as needed. First responders not wearing appropriate PPE will be assisted as needed. • Staff will remove and dispose of or clean PPE in the proper manner and will wash hands after conducting a restraint.



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ✓ 1. Review the “Planning for COVID-19 Scenarios in Schools” toolkit. ✓ 2. Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. 	<ol style="list-style-type: none"> 1. We will be using the “Planning for COVID-19 Scenarios in Schools” toolkit as a guideline for various COVID-19 scenarios. 2. The Health and Safety Coordinator has been maintaining contact with the LPHA and will continue to maintain communication.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ✓ 1. Review and utilize the “Planning for COVID-19 Scenarios in Schools” toolkit. ✓ 2. Ensure continuous services and implement Comprehensive Distance Learning. ✓ 3. Continue to provide meals for students. 	<ol style="list-style-type: none"> 1. We will be utilizing the “Planning for COVID-19 Scenarios in Schools” toolkit as a guideline when making decisions about various COVID-19 scenarios. We will also be using the COVID-19 Exclusion Summary Guidance for K-12 Schools. 2. The school will open in Comprehensive Distance Learning mode and will keep it available and ready for use in the future whenever required. 3. N/A. The school does not provide meals to students.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ✓ 1. Review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit. ✓ 2. 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. ✓ 3. 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. 	<ul style="list-style-type: none"> 1. We will be utilizing the "Planning for COVID-19 Scenarios in Schools" toolkit as a guideline when making decisions about various COVID-19 scenarios. 2. The Facilities Manager will follow OHA guidelines for cleaning, sanitizing, and disinfecting surfaces, classrooms, restrooms, and playgrounds. 3. Our class sizes and cohorts are smaller than the recommended cohort size and will be investigating schedules on a regular basis to regulate student/staff movements at arrival/dismissal times as well as during school day.



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>