



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	City View Charter School, Hillsboro School District
Key Contact Person for this Plan	Nicole Kopacz
Phone Number of this Person	503-844-9424
Email Address of this Person	nkopacz@cityviewcharter.org
Sectors and position titles of those who informed the plan	Michelle Brady, Hillsboro Safety and Emergency Preparedness Manager Nancy Hawk - School Nurse Nicole Kopacz – Executive Director Stefanie Baker – City View Instructional Guide/Leadership Team Shannon Johnson – Arts Leader & Leadership Team Melissa Stark – City View Board President Kimberlee Reitmeier – SPED Case Manager Laurie Wold & Becky Mills – Office Managers Tasha Inafuku – 1 st grade teacher Kerry Daimon – 3 rd grade teacher Anthony Wynne – Middle School math and science
Local public health office(s) or officers(s)	Samantha Schafer MPH, CHES, Senior Program Coordinator, Immunizations & Access to Care, Washington County

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.

	Department of Health and Human Services
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Nicole Kopacz – Executive Director
Intended Effective Dates for this Plan	January 29th - June 18th
ESD Region	Northwest Regional ESD (NWESD)

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

City View Charter School surveyed parents, students and staff about school models that included childcare options. Parent informational sessions updated the school community throughout the process. The Blueprint planning task force created a parent group to provide input and several sections of the blueprint document. The corresponding demographics are based on 270 student counts for the 20-21 school year.

Demographics for student population (include percentages below):

18 % Free and Reduced Lunch

27 % Identify as students of color

14 % Experience special needs

2.6 % Require accommodations from 504 plan

2.6 % English Language Learners

3. Select which instructional model will be used:

On-Site Learning
 Hybrid Learning
 Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-22 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a), including updating when you are changing Instructional Model (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>).

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning. For Private Schools, completing this section is optional (not required). Schools providing On-Site or Hybrid Instructional Models do not need to complete this section.

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

As part of our City View Charter School's blueprint planning teams, we have utilized the Comprehensive Distance Learning Guidance created by ODE as a planning document for the 2020-2021 school year. In addition to our blueprint design teams, school based leadership, instructional and counseling teams will continue to collaborate with HSD district departments in creating systems for all required elements of the guidance in addition to many of the recommended components in the following categories:

City View will begin the school year on Monday, September 14th, 2020. The week of September 8th -11th teachers will facilitate a needs assessment with families as well as help train students and parents to the programs used.

1. Framing Values and Understanding Distance Learning

City View has shifted its instructional model, EL Education digitally through Open Up Resources.

Our design team has created an anchoring values document that combines City View values with our community stakeholders HSD and EL Education [CVCS Values for a Strong and Welcoming Start](#)

- Student services under ESSA, ADA, and IDEA instruction will be provided synchronously
- School work will be balanced between teacher facilitated and applied learning; work will be offered in online and hard copy formats
- Plans for IEPs, 504's and TAG students will be reviewed and adjusted to meet student needs

2. Academic Conditions for Comprehensive Distance Learning

- Interim Benchmark assessment with NWEA/MAPs: MAPS math accelerator
- Digital EL Education Curriculum-Open Up Resources
- Social Emotional Learning via ASCA models, EL Education embedded crew
- Bridges 2nd Ed math curriculum K-5 and CPM Math curriculum 6-8 taught synchronously
- EL Education Reading Skills Assessment for K-3 and IRLA fluency and comprehension assessment for 3-8

3. Operational Conditions for Comprehensive Distance Learning

- Students meals will be provided weekly by Fresh n' Local and HSD
- Attendance will be daily check ins with engagement criteria
- Clubs or extracurricular activities will remain virtual until further notice

4. Student and Family Support for Comprehensive Distance Learning

- Family, staff and student needs assessment surveys are created to devise supports
- Counseling staff have created self care PD monthly
- Equity, Diversity and Inclusion team has collaborated on auditing school wide practices and curriculum; partnership with school board committees
- Virtual home visits will begin September 8-11 to build stronger partnerships with parents
- Staff office hours will be posted for consistent feedback opportunities

5. Digital Learning Needs for Comprehensive Distance Learning

- All purchased digital programs are FERPA, COPPA, CIPA and OSIPA compliant
- Staff and students will be offered internet services and devices
- LMS program will be Canvas

6. Preparing for Comprehensive Distance Learning

- Students in grades 1st-8th will have 1:1 chromebooks
- Students in Kinder will have iPads

The following are tools we will use to create consistent user experience for teachers, students, and families this school year:

- Canvas (LMS program)
- Zoom (Video Conferencing)
- Screencastify (Video Recordings)
- Google Voice and Remind (Student/Family Communication Tools)
- Apps: Flip grid, Dreambox, Jamboard, Nearpod(Content Delivery & Collaboration)

City View Charter School meets all of the required standards, without accommodations, set forth by the Comprehensive Distance Learning Guidance.

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.

City View has reviewed the CDL requirements and has developed processes and procedures that meet ODE's guidance.

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

The anticipated timeline to return to hybrid instruction will begin on April 5th for primary grades. Grades will have a staggered start, with upper elementary and middle school starting on April 19th.

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
<p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.</p> <p><input type="checkbox"/> Process and procedures established to train all staff in sections 1 - 3 of the Ready Schools, Safe Learners guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.</p> <p><input type="checkbox"/> Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff.</p> <p><input type="checkbox"/> Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas.</p> <p><input type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students.</p> <p><input type="checkbox"/> Protocol to cooperate with the LPHA recommendations.</p> <p><input type="checkbox"/> Provide all logs and information to the LPHA in a timely manner.</p> <p><input type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance).</p> <p><input type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others.</p> <p><input type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the Ready Schools, Safe Learners guidance).</p> <p><input type="checkbox"/> Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit.</p> <ul style="list-style-type: none"> ● If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the Ready Schools, Safe Learners guidance), the daily log may be maintained for the cohort. ● If a student(s) is not part of a stable cohort, then an individual student log must be maintained. 	<p>City View has completed the required OSHA risk assessment for our facility.</p> <p><u>Reporting</u></p> <p>City View has created an anonymous survey for staff concerns or suggestions that will be reviewed weekly Staff Suggestions or Concern Form</p> <p>Designated person(s) are Nicole Kopacz, Executive Director and City View Leadership Team, Stefanie Baker and Shannon Johnson. This plan was drafted in collaboration with:</p> <ul style="list-style-type: none"> ● WCDHHS - Sue Liong RN/Sam Schaefer RN ● HSD - District Nurse - Nancy Hawk RN ● Emergency Manager - Michelle Brady <p>City View will follow City View Communicable Disease Management Plan procedures as well as the following policies:</p> <ul style="list-style-type: none"> ● Policy -GBEB Communicable Diseases - Staff - approved 8/13/2020 ● Policy - GBEB AR Communicable Diseases - Staff -approved 8/13/2020 ● Student policy JHCC and JHCC AR Communicable Diseases - Students - approved 8/13/2020 <p>Contact information for local authorities will be posted in all main buildings. The Executive Director or designee will contact WCPHD if a presumptive or confirmed case of COVID-19 is reported and complete the COVID School Reporting Form WCPHD</p> <p><u>Training</u></p> <p>City View staff training will be provided by City View leadership teams, as well as a collaboration with the Hillsboro School District and Safe Schools. All staff will attend virtual PD to review the RSSL guidance. Training will include information on Infection control measures to limit the spread of COVID will occur in these areas:</p> <ul style="list-style-type: none"> ● Environmental cleaning and disinfecting ● Protective equipment ● Screening and monitoring ● Hand hygiene ● Physical distancing

- Required components of individual daily student/cohort logs include:
 - Child's name
 - Drop off/pick up time
 - Parent/guardian name and emergency contact information
 - All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student
- Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.
 - See supplemental guidance on LPHA/school partnering on [contact tracing](#).
 - Refer to [OHA Policy on Sharing COVID-19 Information](#)
- Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.
- Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.
- Designate a staff member and process to ensure that the school provides updated information regarding current instructional models and student counts and reports these data in [ODE's COVID-19 Weekly School Status](#) system.
- Protocol to respond to potential outbreaks (see section 3 of the **Ready Schools, Safe Learners** guidance).

- Isolation room
- Cohorts
- Contact tracing

All staff have completed a training module in addition to Safe Schools Training:

- [Coronavirus Awareness](#)
- [Coronavirus: Managing Stress and Anxiety](#) videos

Outbreak Response

The process for any suspected clusters or confirmed COVID-19 cases will be communicated by the [Communicable Disease School Communication Protocol](#).

- Hillsboro District nurses will use the [Covid Communicable Disease Line List](#) from the WCHD as well as the [COVID School Reporting Form WCPHD](#) for reference.
- City View will use the WCPHD COVID Reporting Form to document any suspected or confirmed cases.

The communication of any suspected or cases of COVID-19, staff and students will follow the flowchart below:

- [School Staff and Student Incident Algorithm](#)

Communication templates have been pre drafted for staff and families to send out to necessary stakeholders in the case of a suspected or confirmed case.

- [Communication Folder](#)

City View Charter School and the Hillsboro School District will follow the HSD [Enhanced Cleaning Plan](#), [Cleaning Checklist from WCHD](#) provided by the WCHD as well as use the guidance for cleaning and disinfecting from the CDC. Students will follow the [COVID 19 Exclusion Summary](#) on when it's safe to come to school. Other resources are provided by ODE, [Planning for Covid-19 Scenarios in School](#)

District Nurses will work in collaboration with WCHD to provide line list and information from the Covid reporting form when requested or when thresholds are met per WCHD guidance.

Students

City View has created a parent health check form that requires parents to communicate if any COVID like symptoms are present for the school day prior to coming to campus.

- [City View - Parent Health Check form](#)

Once they've arrived on campus a designated staff member will visually screen symptoms of students.

- [City View - Visual Screening for Students](#).

The instructions for screening are:

- [Instructions for Daily Visual Symptom Screening Upon Entry.docx](#):

Symptoms screened:

- Fever or chills
- Cough
- Shortness of breath
- Difficulty breathing
- Temperature
- Other symptoms could be: loss of taste or smell, headache, muscle or body aches, nausea or vomiting, diarrhea, fatigue, congestion or runny nose
- Note that vomiting and diarrhea are listed in OAR 333-019-0010 as conditions for restriction from school, independent of COVID-19.

City View will use Synergy groups to track cohorts for contact tracing. A staff daily screening log will also be used for contact tracing.

- [CVCS Daily Log screening](#)

Administrators, Classroom teachers, itinerant staff will be trained in keeping a daily log and maintaining them for a minimum of 4 weeks in case requested by Nursing and WCHD.

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 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. Medically Fragile, Complex and Nursing-Dependent Student Requirements <input type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services: <ol style="list-style-type: none"> 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. <input type="checkbox"/> Review Supplemental Guidance on Community and Health Responsibilities Regarding FAPF in Relation to IDEFA During CDL and Hybrid .	Staff Health All staff will be given the opportunity to self-identify as vulnerable or living with a vulnerable family member. Vulnerable is defined as people who need extra precautions designated by CDC. <ul style="list-style-type: none"> • Redeployed options could include on-line instruction and support, maintenance projects, custodial work, student intervention support, office work without student/staff contact or leave options Student Health Communication will be shared with families encouraging those with students with health conditions, specifically in the high risk categories identified by the CDC, to consult with their physician prior to attending school. Also, to discuss the potential risks associated with returning to the traditional school setting and obtain updated restrictions and accommodations. District Nurses will communicate with families of children who are known to be immunocompromised to request consultation with their physician regarding in person attendance at school. District Nurses will follow guidance from LPHA/ODE/OHA regarding health conditions that meet criteria for exclusion. Appropriate accommodations will be made for students.

- 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.

Parents will be provided information and education on [OHA/ODE Communicable Disease Guidance](#) as well as [CDC Higher Risk for Severe Illness](#) due to a health condition.

- All students identified as vulnerable, either by a physician, or parent/guardian notification, will continue to receive education through comprehensive distance learning with regularly scheduled check-ins.
- Students who experience disability will continue to receive specially designed instruction.
- Students with language services will continue to receive English Language Development.

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
□ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings. If implementing Learning Outside guidance, establish an outside learning space for learning that maintains minimum 35 square feet per person.	City View has created a City View Main Campus Building Inventory occupancy site map of each classroom to allow for 35 square feet per person. Any outdoor learning options will also maintain a minimum of 35 square feet per person including staff. In preparation City View has: <ul style="list-style-type: none"> ● Removed fabric covered furniture

<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. <input type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible. <input type="checkbox"/> Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. <input type="checkbox"/> Schedule modifications to limit the number of students in the building or outside learning space (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). <input type="checkbox"/> Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. <input type="checkbox"/> Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.	<ul style="list-style-type: none"> • Assigned seating to maximize physical distancing and minimize physical interaction with individual desks or clipboards • Provide six foot markers in hallways, classrooms and playground to maintain physical distance. • Planned for activities to be held outside whenever possible. <p><u>General signage</u></p> <ul style="list-style-type: none"> • Physical Distancing Flier • K-12 Keep space ENG; K-12 Keep space SPAN <p><u>Main office signage</u></p> <ul style="list-style-type: none"> • Wear a Mask -ENG; Wear a Mask - SPAN <p><u>Classroom and bathroom signage</u></p> <ul style="list-style-type: none"> • K-12 Students: Class Rules ENG; K-12 Students: Class Rules SPAN • Superhero Germs Poster • Wash Your Hands ENG; Wash Your Hands SPAN <p><u>Occupancy</u> City View Main Campus - Building Inventory All interior spaces such as classroom, main office, library, etc will have a maximum designated occupancy number and white board with "present day" number listed.</p> <p>Our procedure for classroom occupancy is:</p> <ul style="list-style-type: none"> • Classroom Occupancy Protocol • City View Site Map <p><u>LIPI</u> Limited In Person Instruction will be scheduled in a staggered format to limit the number of students in a learning space.</p> <p>Additional supports such as social stories, role play and modeling will be used to help students understand expected behavior.</p> <p>Staff meetings, conferences and gatherings will be socially distanced or remote.</p>
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1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> 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. <input type="checkbox"/> Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week ⁴ , unless the school is offering Learning Outside, then they must follow guidelines for cohorting in Learning Outside guidance. Schools	<p>Students will not be in cohorts based on identifying descriptors, including disability, TAG status, ELL status, etc. Students that need additional intervention or instruction can access virtually or through LIPI.</p> <p>Below are the identified stable cohorts to ensure capability for contract tracing.</p> <p>LIPI cohorts of 20 students per grade band:</p>

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.

must plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. Cohorts may change week-to-week, but must be stable within the educational week.

- Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the **Ready Schools, Safe Learners** guidance).
- Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.
- Cleaning and sanitizing surfaces (e.g., desks, dry erase boards, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.
- Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards⁵, and peers.
- Minimize the number of staff that interact with each cohort to the extent possible, staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.
- 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.

K-3 & 4-8

- Building 3:
 - Cohort K-3 in 2 separate classrooms
- Building 1:
 - Cohort 4-8 in 2 separate classrooms

Hybrid

Hybrid Cohorts will be building specific on a staggered schedule

- Building 1: Grades 1, 5-8
- Building 2: Grades Kinder
- Building 3: Grades 2-4

Note: Due to the instructional model used, any specials will continue virtually

Signage will be provided about hand washing and high touch areas will be cleaned throughout the day. Our janitorial company will use the [Cleaning Checklist from WCHD](#) for cleaning as well as the [Enhanced Cleaning Plan](#),

The number of staff will be stabilized by cohort to the greatest extent possible. If necessary, staff that interact with more than one will wash hands in between.

During limited in-person learning opportunities sites will keep an electronic spreadsheet log of students and staff who attended and if cohorts are involved what students and staff are in each cohort.

- [CVCS Daily Log screening](#) or Synergy roster can be exported to Excel spreadsheets.

Cleaning Forms:

- [Cleaning - Disinfectant Spray](#)
- [Safety Data Sheet - Disinfectant Spray](#)
- [Cleaning Log](#)

1e. PUBLIC HEALTH COMMUNICATION AND TRAINING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> 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 Ready Schools, Safe Learners guidance for specific training requirements). Note: Instructional time requirements allow for time to be devoted for professional learning that includes RSSL training. <input type="checkbox"/> Post “COVID -19 Hazard Poster” and “Masks Required” signs as required by OSHA administrative rule OAR 437-001-0744(3)(d) and (e). 	<p>Staff training will occur during professional development as well as periodic intervals at monthly PD and weekly staff updates. Infectious control measures will be included.</p> <ul style="list-style-type: none"> ● Infection control measures ● Staff COVID training ● Communication Folder <p><u>Communication of Safety Protocols</u></p> <p>City View Charter School will follow Hillsboro District safety protocols, OHA and WCPH communication to staff, students and families on the infection control measures being implemented to prevent spread of disease (see City View Communicable Disease Management Plan). In collaboration with the Hillsboro School District, City View will follow WCPH developed protocols for communicating with anyone who has come into close/sustained contact (defined below) with a confirmed</p>

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

- Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19.
 - 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](#).
- 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.
- Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance.
- Provide all information in languages and formats accessible to the school community.

case or when a new case has been confirmed. Communication will be guided by WCPH [Communicable Disease School Communication Protocol](#).

Communication flowcharts for staff and students are:

- [School Staff and Student Incident Algorithm](#)
- [Health room Covid-19 guideline](#)
- [Return to School Form 20-21 - Exclusion](#)

HSD and City View will use the [COVID School Reporting Form WCPHD](#) to document any suspected or confirmed cases.

- LPHA definition of close contact: An individual who is ill or COVID positive that is within 6 feet of other people for 15 minutes or longer.

In collaboration with nursing and the LPHA, admin will communicate with staff and families in the event of a confirmed case if appropriate to do so and while maintaining the privacy of those affected.

All protocols will be available in English and Spanish and accessible on our website or linked to HSD's.

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Direct students and staff to stay home if they have COVID-19 symptoms. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> • Primary symptoms of concern: cough, fever (temperature of 100.4°F or higher) or chills, shortness of breath, difficulty breathing, or new loss of taste or smell. • Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, new nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. • In addition to COVID-19 symptoms, students must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE Communicable Disease Guidance for Schools. • Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> ○ Trouble breathing ○ 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 <input type="checkbox"/> 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. <ul style="list-style-type: none"> • Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the Ready Schools, 	<p>For reference as needed Washington County LPHA contact information will be posted in the Main Office and each City View Building.</p> <p><u>Staff</u></p> <ul style="list-style-type: none"> • Staff will sign an City View staff acknowledgement of health procedures prior to returning to school grounds. • Staff will take a daily attestation survey Daily Attestation Staff Survey prior to coming on school grounds, which includes a temperature check. • If they do not meet the requirements in the survey (which may include fever or chills, cough, shortness of breath or difficulty breathing) they will be asked to contact their Primary Care Physician for possible testing. • If testing occurs, self isolate for 72 hours until test results are returned. If a confirmed COVID case is found then staff will take sick leave for 10-14 days. If negative, self isolate for 72 hours after symptoms clear. • If staff are cohabitating with people that may have been exposed, then they will also need to self isolate for 72 hours or until symptoms clear. If staff are able to successfully complete the daily attestation survey and temperature screening then they will be permitted entry to school. <p>Please refer to CVCS COVID protocol flow chart</p> <p><u>Visitors</u></p> <p>Daily visitors or contractors will not be permitted into City View on a daily basis. Though, in certain cases if visitors need to enter the</p>

Safe Learners guidance) and sent home as soon as possible.

See table [“Planning for COVID-19 Scenarios in Schools.”](#)

- [Additional guidance](#) for nurses and health staff.

- 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](#).
- 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](#).
- 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.

building, they will need to complete the [City View parent and visitor screening](#) and comply with Governor’s Brown’s face covering requirements.

- A QR code with a link to the visitor survey will be located outside of the main entrance.
- Once the survey is complete, the visitor can ring the doorbell for entry. The visitor’s name will be cataloged into the daily log for any contact tracing purposes if needed.
- Please refer to [PVV Protocol](#) for additional details

Students

Parents will be required to screen students prior to coming to campus. Once on campus they will also undergo a visual screen at our health check station before entering the building.

- If signs of illness are clear the student will be provided exclusion information on how and when it’s safe to attend school.
- Visual screenings will be completed daily. Any student identified as having Covid-19 like symptoms will be evaluated by a nurse or designated staff person in the isolation room.
- [Instructions for Daily Visual Symptom Screening Upon Entry](#)
- [Symptom Screening Tool](#)
- [Full Screening Process](#)

Students and staff will use hand sanitizer on entry into the school building. Once students reach their classroom cohort they will start the day by washing their hands with soap and water for a minimum of 20 seconds.

Parents/guardians can provide information regarding existing conditions that cause coughing to be utilized for the purpose of screening, as previously existing coughs that are not worsening are not considered symptomatic of COVID-19

[COVID-19 Exclusion Summary Algorithm](#)

CVCS Daily Log screening

A designated staff member will be assigned to each building at City View). The designated staff member will visually screen symptoms using [Instructions for Daily Visual Symptom Screening Upon Entry](#) of students using the [City View parent and visitor screening](#) for:

- Fever or chills
- Cough
- Shortness of breath
- Difficulty breathing
- Temperature

Other symptoms could be: loss of taste or smell, headache, muscle or body aches, nausea or vomiting, diarrhea, fatigue, congestion or runny nose.

Building screeners at either location will report any clusters of illness or visual symptoms to the front office and/or acting administrator on site on a daily basis.

Reporting

The Executive Director will communicate with LPHA and district nurses to report any cluster illness of students or staff.

In addition, any confirmed case of COVID-19 among students or staff will be communicated to LPHA, the Hillsboro School District nurse as well as parents and staff.

- The front office manager will email a communication and robo calls explaining the confirmed case.
- If staff or students are on site and exhibiting symptoms they will be directed to the designated isolation room and asked to go home.

The screening protocol will recognize that students and staff who have conditions that cause chronic symptoms (e.g., asthma, allergies, etc.) should not be automatically excluded from school. **Cough is an exception:** Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. We will not not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. For a comprehensive list of conditions for exclusions please refer to [ODE Communicable Disease Guidance with Exclusions](#)

[Return to School Exclusion Paperwork 2021](#)

The screenings will be managed by the front office and Leadership team.

We will not exclude staff or students who have a cough that is not a new onset or worsening cough (e.g. asthma, allergies, etc.) from school.

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Restrict non-essential visitors/volunteers. <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. <input type="checkbox"/> 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 . <input type="checkbox"/> Visitors/volunteers must wash or sanitize their hands upon entry and exit. <input type="checkbox"/> Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of the Ready Schools, Safe Learners guidance.	Please refer to PVV Protocol for additional details

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers.	Masks and Face Coverings All staff and students grades Kindergarten through 8th grade will be required to wear a face covering or a face shield based on Your Guide

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

[to Masks | CDC.](#)

- City View will provide staff or students with these unless they prefer to bring one from home.
- Cloth face coverings should be washed daily.
- City View Charter School will work with students and families to accommodate those who have medical exemptions, are on IEPs or 504s.
- Plastic partitions may be installed in specific areas for staff who need to interact with students or other individuals at a distance closer than 6 feet.

Nurses and health room staff working in the isolation rooms and staff providing medical care or personal care to students will be trained in use of PPE, including medical grade masks, face shields, gowns and gloves.

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

- If any student requires an accommodation to meet the requirement for face coverings, districts and schools must limit the student’s proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:
 - Offering different types of face coverings and face shields that may meet the needs of the student.
 - Spaces away from peers while the face covering is removed; students must not be left alone or unsupervised.
 - Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease.
 - Additional instructional supports to effectively wear a face covering.

- For students with existing medical conditions and a physician's orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny any in-person instruction.
- Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020, or the current plan in effect for the student if appropriately developed after March of 2020.
 - If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school or district must:
 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments.
 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.
- 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.
- 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
<p><input type="checkbox"/> Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.</p> <p><input type="checkbox"/> Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. See the COVID-19 Exclusion Summary Guide.</p> <ul style="list-style-type: none"> • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. Consider if and where students and staff will be isolated during learning outside. Create a comfortable outdoor area for isolation or follow a plan for 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. <p><input type="checkbox"/> Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school or outside learning space, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.</p> <ul style="list-style-type: none"> • School nurses and health staff in close contact with symptomatic individuals (less than 6 feet) must wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual must be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands shall be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. • If able to do so safely, a symptomatic individual shall wear a face covering. • To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. <p><input type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a healthcare facility.</p> <p><input type="checkbox"/> Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in "Planning for COVID-19 Scenarios in Schools."</p>	<p>Staff will be trained in the signs and symptoms for Covid-19.</p> <ul style="list-style-type: none"> • If a student has Covid-19 like symptoms the teacher should contact the office so that the designated health room person or nurse can meet the student and escort them to the isolation room. • If a staff person develops Covid-19 like symptoms they should immediately let their supervisor know and either go home or if they cannot drive go to the isolation room until someone can pick them up. <p>Students who are identified as having Covid-like symptoms will go back home. City View has a separate room identified as an isolation room. This is so that students with Covid-19 like symptoms will be separated from students using the health room for non communicable health care.</p> <p>Isolation room supplies content:</p> <ul style="list-style-type: none"> • Surgical masks • Disposable gowns • Disposable gloves (difference sizes) • Face shields & masks • Touchless thermometer • Approved cleaning <ul style="list-style-type: none"> • Guidelines for schools on identifying sick/isolation room • Health Room Guidelines for Covid-19 • Isolation Cart content • Isolation Room Supplies • Poster showing to do and don't PPE <p>The Executive Director or designee will connect weekly with a district nurse on updates for plan and isolation measures taken to that point.</p> <ul style="list-style-type: none"> • All students who become ill at school will remain at school supervised by staff until parents can pick them up in the designated isolation area (i.e., health room). <ul style="list-style-type: none"> ○ Students will be provided a facial covering (if they can safely wear one). ○ Staff should wear a facial covering and maintain physical distancing, but never leave a child unattended. <p>While exercising caution to maintain safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family.</p> <ul style="list-style-type: none"> • Staff will maintain student confidentiality as appropriate. • Daily logs must be maintained containing the following: <ul style="list-style-type: none"> ○ Name of students sent home for illness, ○ cause of illness, ○ time of onset; and ○ Name of students visiting the office for illness symptoms, even if not sent home.

- Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).
- Record and monitor the students and staff being isolated or sent home for the LPHA review.
- The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine.

- Staff and students with known or suspected COVID-19, or displaying COVID-19 symptoms per current OHA guidance, CDC guidance, or LPHA guidance, cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school. In no case can they return before:
 - o the passage of 14 calendar days after exposure; and
 - o symptoms are improving.

[City View COVID-19 flowchart protocol](#)



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 	<p>JBFA & JBFA AR Admission Policy</p> <p>Policy JFA Compulsory Attendance</p> <p>All students will be enrolled following the ODE guidelines and City View Charter School policies.</p>

another school that a student has enrolled, drop that student from your roll.

- Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.
- When a student has a pre-excused absence or COVID-19 absence, the school district must reach out to offer support at least weekly until the student has resumed their education.
- When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.



2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> 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. 	<p>Policy JEA Compulsory Attendance</p> <p>Attendance will be taken daily following ODE guidelines regardless of school model.</p> <p>City View will take attendance daily with students by synchronous instruction, work submission, small group work, phone or email communication.</p> <p>For LIPI, synergy groups will be created to track who is present</p>

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements. <input type="checkbox"/> If providing learning outside and allowing students to engage with devices during the learning experiences, provide safe charging stations. 	<p>IIGBA & IIGBA AR Electronics Communication Policy</p> <p>Students will be provided the use of a Chromebook during any instructional modes. All devices will be filtered by GoGuardian.</p> <p>If devices are shared, returned or repaired then devices will be cleaned by disinfecting wipes.</p> <p>Blueprint planning teams will facilitate continuous learning experiences using the Canvas system for both on-site and in a distance learning setting (off-site);</p> <p>Family needs assessment surveys will be updated to collect information about the numbers, types, and condition of devices used in their homes and adequate internet bandwidth to support remote learning.</p>

- Share the list of all the software and student-facing technology solutions with families.
- Plan for adequate technology at home for off-site working, teaching, and learning.
- Review technology policies and data privacy policies and update if needed

A family and educator technical support/help desk to support the use of technology (could be supported by designated staff, student leaders, and volunteers).

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Handwashing: All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer.</p> <p><input type="checkbox"/> Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.</p> <p><input type="checkbox"/> Events: Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.</p> <p><input type="checkbox"/> Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.</p> <p><input type="checkbox"/> Personal Property: Establish policies for identifying personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.).</p>	<p><u>Infection control measures</u></p> <p>Each classroom will have an emergency bucket of materials which include:</p> <ul style="list-style-type: none"> ● Snacks ● Water ● Disinfecting Wipes ● PPE (Face mask, gown, plastic gloves) ● Band-aids ● Hand Sanitizer <p>Handwashing: Provide age appropriate hand washing education, define appropriate times to wash hands, and provide hand sanitizer when hand washing is not available.</p> <p>Equipment: All classroom supplies and equipment will be cleaned and sanitized before use by another student or cohort group.</p> <p>Safety Drills: During fire drills (and all other safety drills), all cohort classes will be physically distanced during exit, recovery, and reentry procedures. Safety drills may need to be duplicated to ensure all students learn the drills.</p> <p>Events: Field work will be designed virtually for the school year. All assemblies, celebrations of learning, special performances, schoolwide parent meetings and other large gatherings will be cancelled or held in a virtual format.</p> <p>Transitions/Hallways: Hallway traffic direction marked to show travel flow</p> <p>Classroom line up: Students line up in cohort classes in designated areas outside, keeping more than 6 feet between cohort groups.</p> <p>Line up areas are to be marked with visual cues to indicate adequate physical distance</p> <p>Personal Property: Each classroom will have a limit on the number of personal items brought into school. A full list will be sent home prior to class starting with allowable items (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and not shared with other students.</p>

Restrooms: Each cohort will have designated restroom schedules alleviating waiting and large groups. If this cannot be maintained, the restrooms will be cleaned multiple times throughout the day.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. <input type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times. <input type="checkbox"/> Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. <ul style="list-style-type: none"> • Eliminate shared pen and paper sign-in/sign-out sheets. • Ensure hand sanitizer is available if signing children in or out on an electronic device. <input type="checkbox"/> Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible. 	<p>Drop off and Pick Up Students will have staggered drop-off and pick-up times by cohort and grade level.</p> <ul style="list-style-type: none"> • For families with multiple children in different cohorts, outdoor spaces will be utilized to maintain cohort groups and ensure student supervision. • Hand sanitizer will be available at reception to use in conjunction with arrival/dismissal and sign-in/sign-out • Handwashing stations or hand sanitizer dispensers will be placed near all entry doors and other high-traffic areas. • Families will be encouraged to keep drop-off/pick-up interactions as brief as possible. • Specific areas will be marked with tape and decals, and one-way traffic flow for transitions of traffic for vehicles and on-foot will be indicated with tape and decals

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. <input type="checkbox"/> Handwashing: Remind students (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. 	<p>Seating: Rearrange student desks to be six feet apart; assign seating so students are in the same seat at all times.</p> <ul style="list-style-type: none"> ○ Each class and hallway will have visual aids (e.g., painter’s tape, stickers, etc.) to illustrate traffic flow, appropriate spacing, assigned seating areas. <p>Materials: Each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.). If needed to share, these items will be cleaned frequently. Hand sanitizer and tissues will be available for use by students and staff.</p> <p>Handwashing: Post age appropriate signage and provide regular reminders for hand washing.</p> <p>Furniture: All upholstered furniture and soft seating has been removed from the school building.</p> <p>Classroom Procedures: All classes will use an assigned cubby, locker or storage spaces for individual student belongings. If a classroom uses a permanent restroom/hall passes it must be cleaned and sanitized between student use. Consider other options and elimination of shared passes</p>

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

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority’s Specific Guidance for Outdoor Recreation Organizations). <input type="checkbox"/> After using the restroom students must wash hands with soap and water for 20 seconds. 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements. <input type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). <input type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts. <input type="checkbox"/> Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. <input type="checkbox"/> 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. 	<p>Playground(s) will remain closed until parks within the community have reopened for public use.</p> <p>Students will use a portable hand washing station with a designated schedule.</p> <p>Playground equipment that is used will only be shared with one cohort at a time and will be cleaned in between cohorts and at the end of the day.</p> <p>Physical distancing requirements will remain in effect for recess</p> <p>Staff shared spaces will be limited</p>

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Include meal services/nutrition staff in planning for school reentry. <input type="checkbox"/> Prohibit self-service buffet-style meals. <input type="checkbox"/> Prohibit sharing of food and drinks among students and/or staff. <input type="checkbox"/> 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. 	<p>Fresh n Local and HSD will provide meal services for students during the 20-21 school year</p> <p>Policy EFAA & EFAA AR Public Charter School Nutrition and Food Services - pending approval</p> <p>Please refer to the following procedures:</p> <p>Comprehensive Distance Learning</p>

- 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.
- Students and staff must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and shall be encouraged to do so after.
- Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).
- Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.
- Adequate cleaning and disinfection of tables between meal periods.
- Since staff must remove their face coverings during eating and drinking, limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms and break rooms by limiting occupancy or staggering use. Consider staggering times for staff breaks, to prevent congregation in shared spaces. Always maintain at least six feet of physical distancing and establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. Wear face coverings except when eating or drinking and minimize time in spaces where face coverings are not consistently worn.

[2020 Lunch Pickup](#)

LIPI

Food will not be consumed by students during LIPI instruction. Students will have the option to take a snack away from school and eat it after they leave the site.

If staff choose to eat while on site, they will be asked to find an unused space and eat only when not in the presence of others.

Staff will clean the eating surface before and after a meal.

Hybrid

Food will be delivered to classrooms for students to eat. Food will be consumed in the classroom

If possible, students will be able to eat outside while physically distancing.

All students must wash hands prior to meals. Students will not share utensils or other items during meals. Each table/desk will be cleaned prior to meals being consumed.

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service. <input type="checkbox"/> Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> 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. <input type="checkbox"/> 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. 	<p>City View does not provide daily bus transportation.</p>

- If transporting for dismissal and the student displays an onset of symptoms, notify the school.
- Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.
- Drivers 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 **Ready Schools, Safe Learners** guidance.
- Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).
- Face coverings 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.
- Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible.

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2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Outdoor learning spaces must have at least 75% of the square footage of its sides open for airflow. <input type="checkbox"/> 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. <input type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. <input type="checkbox"/> To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. <input type="checkbox"/> 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.) 	<p>Cleaning, disinfection and ventilation procedures will be followed in accordance with the OSHA and CDC guidance.</p> <ul style="list-style-type: none"> ● City View will follow the Enhanced Cleaning Plan, and the Environmental Health Checklist provided by the WCHD ● Each classroom has an air filtration device installed. Air filters will be changed monthly in each building. ● Windows will be left open as much as possible. ● EPA9 approved supplies will be available to wipe down high touch areas in your classroom throughout the day, if needed. This will help cut down on virus transmission. ● Cleaning - Disinfectant Spray ● Safety Data Sheet - Disinfectant Spray ● Cleaning Log

- Schools with HVAC systems should ensure all filters are maintained and replaced as necessary to ensure proper functioning of the system.
- All intake ports that provide outside air to the HVAC system should be cleaned, maintained, and cleared of any debris that may affect the function and performance of the ventilation system.
- Consider running ventilation systems continuously and changing the filters more frequently. Do not use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans must not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.
- Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.
- Facilities must be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see [CDC's guidance on disinfecting public spaces](#)).
- Consider modification or enhancement of building ventilation where feasible (see [CDC's guidance on ventilation and filtration](#) and [American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance](#)).

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2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. <input type="checkbox"/> Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	<p>Onsite screenings for vision and hearing screenings remain a high priority for our students. We intend to resume and/or modify these services when it is safe to do so and in consultation with the HSD nursing team, LPHA, ODE and OHA.</p> <p>Continuity of existing health management issues will have a plan for sustaining operations alongside COVID-19 specific planning (i.e. medication administration, diabetic care).</p>

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: <ul style="list-style-type: none"> ● Contact tracing ● The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. ● Quarantine of exposed staff or students ● Isolation of infected staff or students ● Communication and designation of where the “household” or “family unit” applies to your residents and staff 	<p>Not applicable</p>

- Review and take into consideration [CDC guidance](#) for shared or congregate housing:
 - 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.

Exception

K-12 boarding schools that do not meet the Advisory Metrics (Section O of the **Ready Schools, Safe Learners** guidance) may operate, in consultation with their Local Public Health Authority, provided that:

- 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.
- 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.
- There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.
- Less than 10% of staff, employees, or contracts (in total) are traveling to or from campus. Staff in this designation will:
 - 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.

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. <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, 	<p>We will be running our fire, earthquake and lockdown drills with students in LIPI. We will run a drill every month with students who are attending class in person.</p> <p>Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.</p>

<p>earthquakes (including tsunami drills in appropriate zones), and safety threats.</p> <ul style="list-style-type: none"> ● Fire drills must be conducted monthly. ● Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. ● Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year. <p><input type="checkbox"/> Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill must be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.</p> <p><input type="checkbox"/> When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.</p> <p><input type="checkbox"/> Drills shall not be practiced unless they can be practiced correctly.</p> <p><input type="checkbox"/> Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.</p> <p><input type="checkbox"/> If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year).</p> <p><input type="checkbox"/> Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.</p>	
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2n. SUPPORTING STUDENTS WHO ARE DYSREGULATED, ESCALATED, AND/OR EXHIBITING SELF-REGULATORY CHALLENGES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student’s demonstrated lagging skills. <input type="checkbox"/> Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. <input type="checkbox"/> Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year. <input type="checkbox"/> Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors. <input type="checkbox"/> Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. <input type="checkbox"/> Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues. 	<p>Proactive planning will assist schools and educators when students present new or challenging behaviors during in-person instruction under health and safety protocols. Refer to section 2n of RSSL for further guidance, tools, and assessments.</p> <p>Emotional distress is common in the context of uncertain and potentially life-threatening situations, such as outbreaks. We realize that this can cause a stress reaction in both staff and students. To help mitigate this it is important to acknowledge that it exists and that it is normal to experience feelings of stress, fear, anxiousness, difficulty concentrating, etc.</p> <p>Supporting students who become dysregulated, escalated, and/or exhibiting self-harm staff will:</p> <ul style="list-style-type: none"> ● Provide instruction and skill-building/training related to the student’s demonstrated lagging skills. ● 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. ● Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions. ● Utilize their training in de-escalation, provide instruction, and implement alternatives to restraint and seclusion.

□ Plan for the impact of behavior mitigation strategies on public health and safety requirements:

- Student elopes from area
 - If staff need to intervene for student safety, staff should:
 - 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.
 - If students leave the classroom:
 - 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).
 - If staff need to intervene for student safety, staff should:
 - Maintain student dignity throughout and following the incident.
 - Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention.
 - Use the least restrictive interventions possible to maintain physical safety for the student and staff
 - Wash hands after a close interaction.
 - Note the interaction on the appropriate contact log.
 - *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
- 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.

- Avoid power struggles by ignoring minor challenging behaviors to deter a student from escalating into a situation where it is much harder to maintain health and safety requirements.
- Intentionally plan interventions in a manner that doesn't place the student or staff at an increased risk of infection.
- Practice 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.
- Provide students the opportunity to be an active participant in creating their behavior plan and goals
- Review and update individualized student support plans (IEPs) and 504 plans, considering making adjustments that best meet the student's needs at the given time.

Physical Intervention:

It is critical that physical restraint is kept to the minimum necessary.

Restraint and COVID-19: the following guidelines should be used in conjunction with regulations outlined in OAR 581-021-0556.

- Use a positive student-centered approach and only utilize restraint if the student's behavior imposes a reasonable risk of imminent and substantial physical or bodily injury to the student or others and less restrictive interventions would not be effective.
- Be mindful that seeing staff put on protective equipment or staff wearing protective equipment can further escalate a situation.

Protective Physical Intervention:

Alternatives to restraint and seclusion should be explored for methods that incorporate PPE and physical distancing. Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention.

- Limiting Risk of Infection Prior to a Restraint
- Staff should frequently wash hands and wear face-covering, be prepared to “switch out” in the event that protective equipment must be altered or adjusted, and avoid long and extended physical holds.
- Limiting Risk of Infection during a Restraint
- Consider the use of additional Personal Protective Equipment, including goggle-type eye protection, medical-grade face masks, and protective gloves if they can be used while maintaining the safety and dignity of the student.
- Keep hands clear of eyes, mouth, and nose of self and others.
- Limiting Risk of Infection after a Restraint
 - Remove and dispose of or clean protective equipment immediately in the proper manner.
 - Do not touch faces and limit hard surface contact before immediately washing hands.
 - Keep a change of clothing available in cases where staff clothing becomes contaminated.
 - Follow all required debriefing and reporting procedures for the restraint once all health and safety issues have been addressed.

2o. PROTECTIVE PHYSICAL INTERVENTION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Reusable Personal Protective Equipment (PPE) must be cleaned and disinfected following the manufacturer’s recommendation, after every episode of physical intervention (see section 2j. Cleaning, Disinfection, and Ventilation in the Ready Schools, Safe Learners guidance). Single-use disposable PPE must not be re-used.	<p>It is critical that physical restraint is kept to the minimum necessary. See guidelines and resources under OAR 581-021-0556 and under 2o of RSSL.</p> <p>Personal Protective Equipment (PPE) must be cleaned and disinfected after any episode of physical intervention. Single-use disposable PPE must not be reused.</p>



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Review the “ Planning for COVID-19 Scenarios in Schools ” toolkit. <input type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	<p>Coordinate Communication with the Local Public Health Authority.</p> <ul style="list-style-type: none"> ● If the region impacted is in Washington County the Local Health Department (LPHA) will provide school-centered communication and will potentially host conference calls. ● When cases are identified in the local region a school based response team will be assembled within the district and responsibilities assigned ● Identify baseline absentee rates to determine if rates have increased by 20% or more. ● Temporarily dismiss students attending childcare facilities, K12 schools. ● Modify, postpone, or cancel large school events as coordinated with LPHA. ● Work with LPHA to establish timely communication with staff and families. ● When novel viruses are identified in the school setting, and the incidence is low, the local health department will provide a direct report to the district nurse on the diagnosed case. Likewise, the LHD will impose restrictions on contacts. ● Establish a specific emergency response framework with key stakeholders. ● If school closure is advised by the local public health department, consultation should occur between school board, district administration to ensure processes are consistent with legal preparedness processes

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Review and utilize the “ Planning for COVID-19 Scenarios in Schools ” toolkit. <input type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning. <input type="checkbox"/> Continue to provide meals for students.	<ul style="list-style-type: none"> ● In the event of a closure, the outbreak response plan will be followed. ● Lead nurse/safety manager will immediately report any suspected positive case to both the LPHA and district administration per CD Incident Algorithm for Covid-19 ● District has a full COVID response team in place and will meet as needed. ● District responsibilities are assigned by COVID team. Lead nurse, communications director, and administration collaborate with

- other internal supports to supply support.
- In the event of an outbreak, the district CDL plan will be implemented. Length of time will be situation specific.
- Meals will be provided to students
- District will supply a Parent communication for student exclusion due to COVID-like symptom(s). [Return to School Exclusion Letter 20-21](#)

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Review and utilize the “Planning for COVID-19 Scenarios in Schools” toolkit. <input type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. <input type="checkbox"/> When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.	<p>In the case of COVID19 special clean up our janitorial company will disinfect classrooms with (the fogger machine). The electric ULV Spray 20-26 feet of liquid to maximize atomization to disinfect all areas. The cleaning solution will be a Benefect Botanical Safety Data Sheet.</p> <p>The Executive Director will ensure CDC guidance is followed for all sanitizing procedures. Signage will be provided about hand washing and high touch areas will be cleaned throughout the day. The Janitorial Company will use the Environmental Health Checklist for cleaning as well as the Enhanced Cleaning Plan</p>



ASSURANCES

This section must be completed by any public school that is providing instruction through On-Site or Hybrid Instructional Models. Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section unless the school is implementing the Limited In-Person Instruction provision under the Comprehensive Distance Learning guidance. This section does not apply to private schools.

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

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

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



4. Equity



5. Instruction



6. Family, Community, Engagement



7. Mental, Social, and Emotional Health



8. Staffing and Personnel

Assurance Compliance and Timeline

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

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