



## OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/14/2020

Under ODE’s **Ready Schools, Safe Learners** guidance, each school<sup>1</sup> has been directed to submit a plan to the district<sup>2</sup> 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,<sup>3</sup> parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	ROBC Holy Trinity Private School (HTPS)
Key Contact Person for this Plan	Ulita Seleznev, Principal
Phone Number of this Person	(503) 874-1548
Email Address of this Person	useleznev@holyltrinityschool.us
Sectors and position titles of those who informed the plan	Anna Kasachev – Director Ulita Seleznev – Principal Katirina Alagoz – Administrative Assistant HTPS Teachers: Kira Chuprov, Evdokia Alagoz, Fenia Goktas, Anna White
Local public health office(s) or officers(s)	<u>Marion County Health &amp; Human Services Contact List</u> Katrina Rothenberger, MPH (503) 373-3787 krothenberger@co.marion.or.us <u>Clackamas County Health, Housing &amp; Human Services</u>
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Ulita Seleznev, Principal
Intended Effective Dates for this Plan	September 28, 2020 – June 2021

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

ESD Region	Willamette ESD
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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.

The Holy Trinity Private School (HTPS) has engaged our community and parents in developing and preparing the structure of learning for the 2020-21 school year. Per the request of the parents, and in agreement with the staff and school administration, HTPS will begin the school year with On-Site/Hybrid Learning.

3. Indicate which instructional model will be used.

Select One:

- On-Site Learning       Hybrid Learning       Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-19 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

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

### REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

HTPS is a private school.

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 CDI Requirements.](#) Please name any requirements you need ODE to review for any possible flexibility or waiver.

HTPS is a private school.

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.

HTPS is a private school.

*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.*



### 0. Community Health Metrics

#### METRICS FOR ON-SITE OR HYBRID INSTRUCTION

- The school currently meets the required metrics to successfully reopen for in-person instruction in an On-Site or Hybrid model. *If this box cannot yet be checked, the school must return to Comprehensive Distance Learning but may be able to provide some in-person instruction through the exceptions noted below.*

#### EXCEPTIONS FOR SPECIFIC IN-PERSON INSTRUCTION WHERE REQUIRED CONDITIONS ARE MET

- The school currently meets the exceptions required to provide in-person person education for students in grades K-3 (see section 0d(1) of the *Ready Schools, Safe Learners* guidance).
- The school currently meets the exceptions required to provide limited in-person instruction for specific groups of students (see section 0d(2) of the *Ready Schools, Safe Learners* guidance).
- The school currently meets the exceptions required for remote or rural schools in larger population counties to provide in-person instruction (see section 0d(3) of the *Ready Schools, Safe Learners* guidance).
- The school currently meets the exceptions required for smaller population counties to provide in-person instruction (see section 0d(4) of the *Ready Schools, Safe Learners* guidance).
- The school currently meets the exceptions required for schools in low population density counties (see section 0d(5) of the *Ready Schools, Safe Learners* guidance).
- The school currently meets the exceptions required for small districts to provide in-person instruction (see section 0d(6) of the *Ready Schools, Safe Learners* guidance).



### 1. Public Health Protocols

#### 1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting.</li> <li><input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> ROBC Holy Trinity Private School plans to follow the <u>HTPS COVID-19 Specific Communicable Disease Management Plan</u> as well as the published <u>Communicable Disease Guidelines</u> from the ODE and the OHA to limit the spread of COVID-19 within the school setting.</li> <li><input checked="" type="checkbox"/> Ulita Seleznev, Principal, is the designated person responsible for responding to COVID-19 concerns. She will implement and enforce</li> </ul>

- ☒ Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.
  - ☒ Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.
  - ☒ Process and procedures established to train all staff in sections 1 - 3 of the **Ready Schools, Safe Learners** guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.
  - ☒ Protocol to notify the local public health authority ([LPHA Directory by County](#)) of any confirmed COVID-19 cases among students or staff.
  - ☒ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.
  - ☒ Process to report to the LPHA any cluster of any illness among staff or students.
  - ☒ Protocol to cooperate with the LPHA recommendations.
  - ☒ Provide all logs and information to the LPHA in a timely manner.
  - ☒ Protocol for screening students and staff for symptoms (see section 1f of the **Ready Schools, Safe Learners** guidance).
  - ☒ Protocol to isolate any ill or exposed persons from physical contact with others.
  - ☒ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the **Ready Schools, Safe Learners** guidance).
  - ☒ Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the [Oregon School Nurses Association COVID-19 Toolkit](#).
    - 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.
  - ☒ 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.
  - ☒ 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.
  - ☒ Protocol to respond to potential outbreaks (see section 3 of the **Ready Schools, Safe Learners** guidance).
- physical distancing requirements, consistent with guidance from ODE, OHA, and CDC.
  - ☑ [Marion County Health & Human Services Contact List](#).  
Katrina Rothenberger, MPH  
(503) 373-3787 krothenberger@co.marion.or.us
  - [Clackamas County Health, Housing & Human Services](#)
  - ☑ Staff training included reading the document *Ready Schools, Safe Learners Guidance for School Year 2020-21* and participation in the creation of this Blueprint. This document and all of its accompanying links will be given to all staff for reference. Additional training on COVID-19 protocols will be provided during Inservice Week and as needed throughout the year.
  - ☑ HTPS Admin staff will call the LPHA 24/7 Disease Reporting lines for both Marion (503-588-5621) and Clackamas (503-655-8411) counties with any confirmed or suspected cases of COVID-19 among students or staff.
  - ☑ HTPS staff will oversee the disinfection of surface areas. This will include but is not limited to desks, door handles, supplies, light switches, cabinets, toys, and sports equipment. Areas serving multiple cohorts will be cleaned between each group, and there will be periodic cleaning within the cohort throughout the day as needed.
  - ☑ HTPS Admin staff will call the LPHA 24/7 Disease Reporting line for both Marion (503-588-5621) and Clackamas (503-655-8411) counties if a cluster of any illnesses occurs among staff or students.
  - ☑ HTPS Admin staff will maintain physical copies of all logs (health, cohort, visitor/volunteer, etc.) for four weeks, and scanned versions will be readily available on-line.
  - ☑ Visual screening of all students and staff for COVID-19 symptoms is outlined in 1f below.
  - ☑ Potentially symptomatic students will be isolated following guidance outlined in 1i below.
  - ☑ In the event families need to be notified that they have come into close contact with an infected student or staff member, they will be contacted via text message and email within one hour of our notification. The email will include the number of infected persons, but not the name of the student or staff member. It will only be sent to the intended families. In the event that school wide communication is needed, it will identify the general grade level to protect the identity of the individuals while maintaining open communication to our community. [HTPS COVID Exposure Letter](#)
  - ☑ HTPS teachers will maintain a Daily Cohort Log (see link below) for each of their designated stable cohorts for the purpose of contact tracing following the guidelines listed in the [Oregon School Nurses Association COVID-19 Toolkit](#).
  - ☑ [Daily Cohort Log](#)
  - ☑ Daily Cohort Logs will be maintained by the HTPS teachers.
    - At the conclusion of each day, the cohort logs will be submitted to the Admin staff and placed into the "Daily Cohort Log" binder kept in the front office.
    - After four weeks have passed, the logs will be scanned and entered into the Holy Trinity online drive readily available for review by any local health organization.
  - ☑ A [Visitor/Volunteer Log](#) will be maintained for all individuals who come to the school and have any interactions with HTPS staff or students. The logs will be physically stored in a binder for four weeks then digitized for quick access.
  - ☑ HTPS Maintenance Supervisor will be notified of any possible cases and will implement proper cleaning protocol as directed by the LPHA.
  - ☑ The HTPS Outbreak Protocol is outlined in section 3a which includes a [Letter to HTPS Community](#).

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p><b>Medically Fragile, Complex and Nursing-Dependent Student Requirements</b></p> <p><input checked="" type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (<a href="#">ORS 336.201</a>) defines three levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> <li>1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.</li> <li>2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.</li> <li>3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.</li> </ol> <p><input checked="" type="checkbox"/> Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:</p> <ul style="list-style-type: none"> <li>• Communicate with parents and health care providers to determine return to school status and current needs of the student.</li> <li>• 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.</li> <li>• Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.</li> <li>• 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.</li> <li>• Service provision should consider health and safety as well as legal standards.</li> <li>• Appropriate medical-grade personal protective equipment (PPE) should be made available to <a href="#">nurses and other health providers</a>.</li> <li>• Work with an interdisciplinary team to meet requirements of ADA and FAPE.</li> <li>• High-risk individuals may meet criteria for exclusion during a local health crisis.</li> <li>• Refer to updated state and national guidance and resources such as: <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ ODE guidance updates for Special Education. Example from March 11, 2020.</li> <li>○ 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.’</li> <li>○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.</li> </ul> </li> </ul>	<p><input checked="" type="checkbox"/> HTPS will follow the protocols to notify the LPHA for both counties to ensure the safety of others who live in high-risk populations.</p> <p><b>Medically Fragile, Complex and Nursing-Dependent Students:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Families will be given the opportunity to self-identify students as vulnerable or living with a vulnerable family member.</li> <li><input checked="" type="checkbox"/> All students identified as vulnerable, either by a physician, or parent/guardian notification, will be placed on a learning plan created by the team consisting of parents, teachers, and principal, which may include Comprehensive Distance Learning.</li> <li><input checked="" type="checkbox"/> Students who experience disability will continue to receive specially designed instruction.</li> <li><input checked="" type="checkbox"/> Students with speech services will continue to receive service through teletherapy.</li> </ul>

### 1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings.</li> <li><input checked="" type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.</li> <li><input checked="" type="checkbox"/> Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.</li> <li><input checked="" type="checkbox"/> Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).</li> <li><input checked="" type="checkbox"/> Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.</li> <li><input checked="" type="checkbox"/> Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>Classroom/Grade Level Capacity:</b>            Kindergarten: (Room #105) 842.5 sq. ft./24 person occupancy            1st Grade: (Room #106) 842.5 sq. ft./24 person occupancy            2nd Grade: (Room #107) 842.5 sq. ft./24 person occupancy            Gymnasium: Total 2,207 sq. ft./ 63 person occupancy            Isolation Room: (Room #103) 64 sq. ft./ 1 person occupancy</li> <li><input checked="" type="checkbox"/> Students will be trained on physical distancing procedures (i.e. how to follow marking in hallways and on the floors).</li> <li><input checked="" type="checkbox"/> Hallways and floors will be marked with one-way directions and six feet markers to keep physically distant.</li> <li><input checked="" type="checkbox"/> Classroom/cohort sizes will be capped to accommodate the required 35 sq. ft. per person criteria. Individual cohort lunch, restroom breaks, and recess schedules will be staggered to limit interactions.</li> <li><input checked="" type="checkbox"/> HTPS staff will provide additional support by modeling to students who need extra support. Visual aids will be posted in all areas as reminders.</li> <li><input checked="" type="checkbox"/> Staff will maintain physical distance at all times including during meetings. Additional meetings will be conducted via Zoom.</li> </ul>

### 1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff.           <ul style="list-style-type: none"> <li>• The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.</li> </ul> </li> <li><input checked="" 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. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure.</li> <li><input checked="" type="checkbox"/> Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance).</li> <li><input checked="" type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.</li> <li><input checked="" type="checkbox"/> Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.</li> <li><input checked="" type="checkbox"/> Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers.</li> <li><input checked="" type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> HTPS will have grade level stable cohorts for Kindergarten, 1st, 2nd and 3rd grade. These grade-level specific cohort sizes will not exceed the required 35 sq. ft. per person criteria (includes staff). Each room used will display a "Room Capacity/Occupancy" sign that considers 35 sq. ft. per person, and supports a 6 ft. physical distancing expectation.</li> <li><input checked="" type="checkbox"/> The HTPS cohorts will not exceed maximum room occupancy (includes teacher) to limit exposure.</li> <li><input checked="" type="checkbox"/> Each established cohort will maintain a Daily Cohort Log to support contact tracing as specified in section 1a above.</li> <li><input checked="" type="checkbox"/> Different cohorts will not be in the same room/playground to minimize contact by following the <a href="#">Cohort Transition Schedule</a>.</li> <li><input checked="" type="checkbox"/> All frequently touched surfaces (e.g. desks, door handles, sink handles, drinking fountain, etc.) and shared objects (e.g. toys, games, art supplies) will be cleaned between uses at least 3 times per day.</li> <li><input checked="" type="checkbox"/> HTPS will have grade level stable cohorts for Kindergarten, 1st, 2nd and 3rd grade that will have contained curriculum.</li> <li><input checked="" type="checkbox"/> Staff who interact with multiple stable cohorts are required to wash/sanitize their hands between cohort interactions.</li> </ul>

### 1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" 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.</li> <li><input checked="" type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case.           <ul style="list-style-type: none"> <li>• The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer).</li> </ul> </li> <li><input checked="" type="checkbox"/> Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The school principal will communicate the infection control measures being implemented as part of the staff training during Inservice Week and throughout the year as needed.</li> <li><input checked="" type="checkbox"/> The <a href="#">HTPS COVID-19 Specific Communicable Disease Management Plan</a> contains protocols for communicating with students, families and staff of who have come into close contact with a confirmed case of COVID-19 which includes sending a Letter to the Community.</li> <li><input checked="" type="checkbox"/> The <a href="#">HTPS COVID-19 Specific Communicable Disease Management Plan</a> contains protocols for communicating immediately with staff,</li> </ul>

diagnosed in students or staff members, including a description of how the school or district is responding.

- Provide all information in languages and formats accessible to the school community.

families, and the community regarding diagnosed case(s) of COVID-19 in students or staff, also outlined in section 1a.

- Communication will be shared with the school community as needed in Russian and English and made accessible throughout the school year.

### 1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows:               <ul style="list-style-type: none"> <li>• Primary symptoms of concern: cough, fever (<i>temperature</i> greater than 100.4°F) or chills, shortness of breath, or difficulty breathing.</li> <li>• Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available <a href="#">from CDC</a>.</li> <li>• In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of <a href="#">OHA/ODE Communicable Disease Guidance</a>.</li> <li>• Emergency signs that require immediate medical attention:                   <ul style="list-style-type: none"> <li>○ Trouble breathing</li> <li>○ Persistent pain or pressure in the chest</li> <li>○ New confusion or inability to awaken</li> <li>○ Bluish lips or face (lighter skin); greyish lips or face (darker skin)</li> <li>○ Other severe symptoms</li> </ul> </li> </ul> </li> <li><input checked="" type="checkbox"/> Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health.               <ul style="list-style-type: none"> <li>• Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <i>Ready Schools, Safe Learners</i> guidance) and sent home as soon as possible. <a href="#">See table "Planning for COVID-19 Scenarios in Schools."</a></li> <li>• <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> </li> <li><input checked="" type="checkbox"/> Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. <a href="#">See table "Planning for COVID-19 Scenarios in Schools."</a></li> <li><input checked="" type="checkbox"/> Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.</li> <li><input checked="" type="checkbox"/> Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Students and staff will be directed to stay home if they, or anyone in their homes or community living spaces, have COVID-19 or are exhibiting any COVID-19 symptoms. A <a href="#">Letter to HTPS Community</a> will be sent home prior to the beginning of the school year including information on screening for symptoms of COVID-19 and protocols to follow if symptoms are identified.</li> <li><input checked="" type="checkbox"/> All classes with outside doors will utilize this entrance; the classroom teacher will conduct a visual screening for the appearance of symptoms. When the screening indicates that a student may be symptomatic, the student will be directed to the office for isolation. *Follow established protocol from <a href="#">CDC: Screening for Students and Staff</a>.</li> <li><input checked="" type="checkbox"/> Staff are required to report when they may have been exposed to COVID-19 or if they have symptoms related to COVID-19. Staff members are not responsible for screening other staff members for symptoms.</li> <li><input checked="" type="checkbox"/> Any student or staff known to have been exposed (e.g., by a household member) to COVID-19 shall not be allowed on school grounds until the passage of 14 calendar days after exposure and until symptoms (e.g., fever, cough, shortness of breath, sore throat, headache) are improving.</li> <li><input checked="" type="checkbox"/> HTPS 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. 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.</li> <li><input checked="" type="checkbox"/> Students and staff will be required to sanitize or wash their hands upon entering the building. Hand sanitizing stations will be placed by each entrance point.</li> </ul>

### 1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Restrict non-essential visitors/volunteers.               <ul style="list-style-type: none"> <li>• Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc.</li> <li>• Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All non-essential visitors/volunteers will be restricted from entering the school. Adults in school will be limited to essential personnel only. A <a href="#">Visitor/Volunteer Log</a> will be maintained in the front office and kept for contact tracing purposes.</li> <li><input checked="" type="checkbox"/> Essential visitors/volunteers will be visually screened for symptoms during sign-in and will not be allowed to enter if symptomatic or if known to have been exposed to COVID-19 within the preceding 14 calendar days.</li> </ul>

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| <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. <a href="#">See table "Planning for COVID-19 Scenarios in Schools."</a></li> <li><input checked="" type="checkbox"/> Visitors/volunteers must wash or sanitize their hands upon entry and exit.</li> <li><input checked="" type="checkbox"/> Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Essential visitors/volunteers must wash or sanitize their hands upon entry and exit.</li> <li><input checked="" type="checkbox"/> Essential visitors/volunteers must maintain a six-foot distance and wear face coverings at all times.</li> </ul> |
|---|---|

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following <a href="#">CDC guidelines for Face Coverings</a>. Individuals may remove their face coverings while working alone in private offices.</li> <li><input checked="" type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following <a href="#">CDC guidelines for Face Coverings</a>.</li> <li><input checked="" type="checkbox"/> If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:               <ul style="list-style-type: none"> <li>● Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;"                   <ul style="list-style-type: none"> <li>○ Students should not be left alone or unsupervised;</li> <li>○ Designated area or chair should be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use;</li> </ul> </li> <li>● Provide additional instructional supports to effectively wear a face covering;</li> <li>● Provide students adequate support to re-engage in safely wearing a face covering;</li> <li>● Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.</li> </ul> </li> <li><input checked="" type="checkbox"/> Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role.               <ul style="list-style-type: none"> <li>● <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> An adequate supply of face coverings will be kept in the front office for all students, staff, and essential visitors/volunteers.</li> <li><input checked="" type="checkbox"/> Facial coverings are required and will be provided for all staff, students, and essential visitors volunteers.</li> <li><input checked="" type="checkbox"/> Students will not be discriminated against or disciplined for an inability to safely wear a face covering during the school day.               <ul style="list-style-type: none"> <li>● HTPS Staff will provide students space away from others for a "sensory break" and adequate support to re-engage and safely wear a face covering.</li> <li>● Students will never be prohibited or prevented access to instruction or activities.</li> <li>● Students with existing medical conditions that prevent them from wearing face coverings will not be denied access to instruction or activities.</li> </ul> </li> <li><input checked="" type="checkbox"/> Designated health services providers when administering medication or providing direct services will be provided with the appropriate PPE and face masks</li> <li><input checked="" type="checkbox"/> HTPS will review and comply with any established IEP/504 plans when a student cannot wear a face covering.</li> <li><input checked="" type="checkbox"/> HTPS will review and comply with any established IEP/504 plan when a student who is protected under ADA/IDEA cannot wear a face covering.</li> <li><input checked="" type="checkbox"/> Staff requiring accommodations for wearing face coverings will have limited proximity to students and other staff to the extent possible to minimize exposure.</li> </ul>
<p><b>Protections under the ADA or IDEA</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> If any student requires an accommodation to meet the requirement for face coverings, districts and schools should limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:               <ul style="list-style-type: none"> <li>● Offering different types of face coverings and face shields that may meet the needs of the student.</li> <li>● Spaces away from peers while the face covering is removed; students should not be left alone or unsupervised.</li> <li>● 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;</li> <li>● Additional instructional supports to effectively wear a face covering;</li> </ul> </li> <li><input checked="" type="checkbox"/> For students with existing medical conditions and a physician's orders to not wear face coverings, or other health related concerns, schools/districts <b>must not</b> deny any in-person instruction.</li> <li><input checked="" type="checkbox"/> Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020.               <ul style="list-style-type: none"> <li>● If a student eligible for, or receiving services under a 504/IEP, <b>cannot</b> wear a face covering due to the nature of the disability, the school or district must:</li> </ul> </li> </ul>	

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. Placement determinations cannot be made due solely to the inability to wear a face covering.
  3. Plans should include updates to accommodations and modifications to support students.
- 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 should 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 checked="" 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 checked="" 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.</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Consider required physical arrangements to reduce risk of disease transmission.</li> <li>● Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.</li> <li>● <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul>	<p><input checked="" type="checkbox"/> An office room will be designated as the primary isolation area used for students and staff who appear to be symptomatic. Secondary isolation areas may be identified if/as needed. Parents or guardians will be contacted immediately, and the symptomatic student will remain in isolation at school until an authorized adult can pick them up.</p> <p><input checked="" type="checkbox"/> When the screening indicates that a staff or student may be symptomatic, or if staff/student reports experiencing symptoms, they will be directed to report to the isolation room in the office. *Follow established protocol from CDC.</p> <p><input checked="" type="checkbox"/> Staff will be assigned to supervise students who are symptomatic and will maintain at least six-feet of distance and wear facial coverings. Parents or guardians will be contacted immediately, and the symptomatic student will remain in isolation at school until an authorized adult can pick them up.</p> <p><input checked="" type="checkbox"/> Staff supervising symptomatic individuals will be provided with the appropriate PPE and face coverings. All used PPE and face coverings will be properly disposed of prior to exiting the care space.</p>

- ☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.
    - School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space.
    - After removing PPE, hands should 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 should wear a face covering.
    - To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.
  - ☒ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.
  - ☒ 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."](#)
  - ☒ 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.
- Staff will be required to immediately clean their hands with soap and water for at least 20 seconds. Alternatively, hand sanitizer that contains 60-95% alcohol will be available.
  - If able, all symptomatic individuals will wear a face covering.
  - 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.
  - ☑ Transportation will not be provided at HTPS. Parents or guardians will be contacted immediately, and the symptomatic student will remain in isolation at school until an authorized adult can pick them up, and/or emergency services arrive.
  - ☑ Anyone with COVID-19 symptoms (see section 1f) must remain home for at least 10 days after illness onset and 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
  - ☑ Alternatively, a person may return to school after receiving a negative COVID-19 molecular test (PCR) and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
  - ☑ Appropriate staff will be involved in the development of protocols and assessment of symptoms.
  - ☑ A [Daily Health Check Log](#) will be maintained for every student and staff who enters the office for a health check, regardless of whether they are treated, isolated or sent home.



## 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"> <li><input type="checkbox"/> Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.</li> <li><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"> <li>● The ADM enrollment date for a student is the first day of the student's actual attendance.</li> <li>● 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.</li> </ul> </li> </ul>	HTPS is a private school.

- If a student does not attend during the first 10 session days of school, the student’s ADM enrollment date must reflect the student’s actual first day of attendance.
  - Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM.
- If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended.
  - When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll.
  - Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.
  - When a student has a pre-excused absence or COVID-19 absence, the school district should 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.

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**2b. ATTENDANCE**

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><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).</li> <li><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).</li> <li><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.</li> <li><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.</li> <li><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.</li> </ul>	<p>HTPS is a private school.</p>

**2c. TECHNOLOGY**

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> HTPS is not providing any school-owned devices for student use.</li> </ul>

## 2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ <b>Handwashing:</b> All people on campus should be advised and encouraged to wash their hands frequently.</li> <li>☒ <b>Equipment:</b> Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.</li> <li>☒ <b>Events:</b> 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.</li> <li>☒ <b>Transitions/Hallways:</b> Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.</li> <li>☒ <b>Personal Property:</b> Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.</li> </ul>	<ul style="list-style-type: none"> <li>☑ <b>Handwashing:</b> All students will have access to hand washing upon entering the school and prior to lunch. Frequent opportunities for hand washing will be provided throughout the school day. Handwashing will be supplemented with the use of hand sanitizer.</li> <li>☑ <b>Equipment:</b> Student supplies will be for individual use only. Any shared classroom supplies will be cleaned and sanitized before use by another student or cohort group.</li> <li>☑ <b>Events:</b> To comply with COVID-19 restrictions HTPS will not be holding any school-related events.</li> <li>☑ <b>Transitions/Hallways:</b> Hallways will include one-way traffic markings and signage to reduce contact. Transitions by grade-level cohort groups will be staggered according to the <a href="#">Cohort Transition Schedule</a> to reduce contact. Student cohorts will remain in the classroom with adult transitions when possible.</li> <li>☑ <b>Personal Property:</b> 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, books, etc.). If personal items are brought to school, they must be labeled prior to entering school and not shared with other students.</li> <li>☑ <b>Restrooms:</b> Restroom use will be staggered to minimize contact between cohorts. Visual reminders will be used in all restrooms to encourage hygienic practices (e.g., handwashing technique, covering cough/sneeze, and social distancing).</li> </ul>

## 2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.</li> <li>☒ Create schedule(s) and communicate staggered arrival and/or dismissal times.</li> <li>☒ 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).</li> <li>☒ 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"> <li>● Eliminate shared pen and paper sign-in/sign-out sheets.</li> <li>● Ensure hand sanitizer is available if signing children in or out on an electronic device.</li> </ul> </li> <li>☒ 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.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Physical distancing, stable cohorts, square footage, and cleaning requirements will be maintained during arrival and dismissal procedures.</li> <li>☑ Parents will receive clear drop off and pick up instructions that will maintain physical distance between cohorts.</li> <li>☑ All classes have outside doors and each cohort will utilize the entrance to the classroom. Classroom teacher will conduct a visual screening for the appearance of primary symptoms of concern: cough, fever or chills, shortness of breath, or difficulty breathing.</li> <li>☑ Each classroom teacher will record on their own cohort's sign-in/sign-out Daily Cohort Log. Students entering or leaving the building at times other than arrival or dismissal will use the main building entrance and will be screened by front office staff. No student will be sent to class without passing the screening.</li> <li>☑ Hand sanitizing stations will be placed at all entrance points with clear instructions. Parents/caregiver will call the front office at arrival and office staff will follow the sign-in/sign-out procedures.</li> </ul>

## 2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☒ <b>Seating:</b> 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.</li> <li>☒ <b>Materials:</b> 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.</li> <li>☒ <b>Handwashing:</b> 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</li> </ul>	<ul style="list-style-type: none"> <li>☑ <b>Seating:</b> Classroom desks will be arranged with students being seated a minimum of six feet apart. Students will use a single assigned seat at all times.</li> <li>☑ <b>Materials:</b> All K-3 classes will use an assigned cubby or storage spaces for individual student belongings. 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.</li> </ul>

and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately.

- Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.

- ☑ **Handwashing:** Visual signage will be posted at each sink/hand washing station to remind students and staff of effective handwashing practices and respiratory etiquette. Verbal reminders will be reviewed daily and prior to breaks/lunch.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☑ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's <a href="#">Specific Guidance for Outdoor Recreation Organizations</a>).</li> <li>☑ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff.</li> <li>☑ 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.</li> <li>☑ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a>.</li> <li>☑ Cleaning requirements must be maintained (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li>☑ Maintain physical distancing requirements, stable cohorts, and square footage requirements.</li> <li>☑ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).</li> <li>☑ Design recess activities that allow for physical distancing and maintenance of stable cohorts.</li> <li>☑ Clean all outdoor equipment at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a>.</li> <li>☑ Limit staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults.</li> </ul>	<ul style="list-style-type: none"> <li>☑ The playground will remain closed for public use. Signs will be posted sharing this information with the public. At that point, classes may use the playground for recess on a staggered schedule throughout the school day.</li> <li>☑ Students will be reminded of proper hand washing procedures prior to and after breaks (playground, field, and restroom).</li> <li>☑ Prior to and after playground use, students will be instructed to wash hands with soap and water for 20 seconds or use a hand sanitizer.</li> <li>☑ All playground structures will be disinfected daily. Each stable cohort will have a designated staggered time for playground use and will use their own playground supplies (balls, jump ropes, etc.).</li> <li>☑ Cleaning requirements will be maintained in accordance with section 2j of the <b>Ready Schools, Safe Learners</b> guidance.</li> <li>☑ Recess activities will be planned to support physical distancing in each cohort. This can include limiting the number of students on one piece of equipment, at one game, etc.</li> <li>☑ HTPS currently will not be providing any outdoor or sports equipment.</li> <li>☑ Each stable cohort will maintain physical distancing during recess activities to the best of their ability.</li> <li>☑ All outdoor equipment will be cleaned daily in accordance with CDC guidance.</li> <li>☑ Staff rooms, lunch areas, and workspaces will be limited to single person usage at all times.</li> </ul>

## 2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☑ Include meal services/nutrition staff in planning for school reentry.</li> <li>☑ Prohibit self-service buffet-style meals.</li> <li>☑ Prohibit sharing of food and drinks among students and/or staff.</li> <li>☑ 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.</li> <li>☑ Staff serving meals and students interacting with staff at mealtimes must wear face shields or face covering (see section 1h of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li>☑ Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after.</li> <li>☑ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).</li> <li>☑ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.</li> <li>☑ Adequate cleaning and disinfection of tables between meal periods.</li> <li>☑ Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.</li> </ul>	<ul style="list-style-type: none"> <li>☑ No on-site lunch service is provided at HTPS, all students will bring lunch from home.</li> <li>☑ Sharing food/drinks amongst students and/or staff will be prohibited.</li> <li>☑ Students will wash hands with soap and water for 20 seconds before and after lunch.</li> <li>☑ Students will be expected to transport their own meal items (e.g., plates, utensils) to and from home.</li> <li>☑ Stable cohorts will eat lunch in the classroom and eating areas will be cleaned following procedure.</li> <li>☑ Staff will be eating and drinking independent of students in their designated space and will thoroughly clean the space.</li> </ul>

## 2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service.</li> <li><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 <i>Ready Schools, Safe Learners</i> guidance).</li> <li><input type="checkbox"/> Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should be done at the time of arrival and departure.               <ul style="list-style-type: none"> <li>● If a student displays COVID-19 symptoms, provide a face shield or 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"> <li>○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible.</li> <li>○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected.</li> </ul> </li> <li>● If arriving at school, notify staff to begin isolation measures.                   <ul style="list-style-type: none"> <li>○ If transporting for dismissal and the student displays an onset of symptoms, notify the school.</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.</li> <li><input type="checkbox"/> Drivers wear face shields or face coverings when not actively driving and operating the bus.</li> <li><input type="checkbox"/> Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).</li> <li><input type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following <a href="#">CDC guidelines</a>, applying the guidance in section 1h of the <i>Ready Schools, Safe Learners</i> guidance to transportation settings.</li> </ul>	<p>HTPS will not be providing any transportation.</p>

## 2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" 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 (<a href="#">CDC guidance</a>) environments, including classrooms, cafeteria settings and restrooms.</li> <li><input checked="" type="checkbox"/> Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a>.</li> <li><input checked="" type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.</li> <li><input checked="" 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.</li> <li><input checked="" type="checkbox"/> Schools with HVAC systems should 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 should, to the extent possible, increase natural ventilation by</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains,) and shared objects (e.g., toys, games, art supplies) will be cleaned between uses by different cohorts, but not less than once daily.</li> <li><input checked="" type="checkbox"/> Playground equipment will be cleaned daily following <a href="#">CDC guidelines</a>.</li> <li><input checked="" type="checkbox"/> Disinfectant label instructions will be followed as specified by the manufacturer and all disinfectants will be kept away from children.</li> <li><input checked="" type="checkbox"/> HTPS will select an asthma safe disinfectant product listed under the EPA List N.</li> <li><input checked="" type="checkbox"/> Ventilation systems will be checked and maintained monthly by maintenance staff. Classroom windows will be open, as weather permits, to increase circulation of air.</li> <li><input checked="" type="checkbox"/> Areas where students are treated will be ventilated.</li> <li><input checked="" type="checkbox"/> Facilities will be cleaned and disinfected daily following the CDC guidance on disinfecting public spaces.</li> <li><input checked="" type="checkbox"/> HTPS will utilize the best filters possible for reducing airborne viruses.</li> </ul>

- opening windows and doors before students arrive and after students leave, and while students are present.
- ☒ 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 should 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 should 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
<ul style="list-style-type: none"> <li>☒ 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.</li> <li>☒ 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).</li> </ul>	<ul style="list-style-type: none"> <li>☑ The school will practice appropriate communicable disease isolation and exclusion measures.</li> <li>☑ Staff will participate in required health services related training to maintain health services practices in the school setting. HTPS will collaborate with health professionals.</li> </ul>

**2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY**

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li>☐ 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"> <li>● Contact tracing</li> <li>● 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.</li> <li>● Quarantine of exposed staff or students</li> <li>● Isolation of infected staff or students</li> <li>● Communication and designation of where the “household” or “family unit” applies to your residents and staff</li> </ul> </li> <li>☐ Review and take into consideration <a href="#">CDC guidance</a> for shared or congregate housing:               <ul style="list-style-type: none"> <li>● Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible</li> <li>● Ensure at least 64 square feet of room space per resident</li> <li>● Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary;</li> <li>● Configure common spaces to maximize physical distancing;</li> <li>● Provide enhanced cleaning;</li> <li>● Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.</li> </ul> </li> </ul>	<p>HTPS will not be providing any boarding and residential programs.</p>

**2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS**

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> In accordance with <a href="#">ORS 336.071</a> and <a href="#">OAR 581-022-2225</a> 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"> <li>• At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats.</li> <li>• Fire drills must be conducted monthly.</li> <li>• Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year.</li> <li>• 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.</li> </ul> </li> <li><input checked="" type="checkbox"/> Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill should 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.</li> <li><input checked="" type="checkbox"/> When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.</li> <li><input checked="" type="checkbox"/> Drills should not be practiced unless they can be practiced correctly.</li> <li><input checked="" type="checkbox"/> Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.</li> <li><input checked="" type="checkbox"/> If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year).</li> <li><input checked="" type="checkbox"/> Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> HTPS staff will be trained on safety and emergency drills during Inservice Week prior to students arriving on the first day of school.</li> <li><input checked="" type="checkbox"/> Fire drills will be practiced monthly with on-going staff training/review of procedures prior to each drill.               <ul style="list-style-type: none"> <li>• All stable cohort classes will be physically distanced during exit, recovery, and re-entry procedures. Exit and re-entry to the building will be through each classroom outside door to reduce incidental contact.</li> </ul> </li> <li><input checked="" type="checkbox"/> Earthquake and other safety drills will be conducted twice a year following the <a href="#">SRP Standard Response Protocol</a>.</li> <li><input checked="" type="checkbox"/> Students will be instructed to wash their hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer after a drill is completed.</li> </ul>

**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"> <li><input checked="" type="checkbox"/> Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student’s demonstrated lagging skills.</li> <li><input checked="" type="checkbox"/> Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.</li> <li><input checked="" type="checkbox"/> Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.</li> <li><input checked="" type="checkbox"/> Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.</li> <li><input checked="" type="checkbox"/> Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.</li> <li><input checked="" type="checkbox"/> Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> HTPS staff will be provided on-going training during Inservice Week and throughout the year on a behavioral framework similar to Positive Behavioral Interventions and Supports (PBIS) to support staff and students.</li> <li><input checked="" type="checkbox"/> Each classroom will provide a safe space away from other students for de-escalating and self-regulation. Students will be trained on self-regulation skills and how to appropriately utilize the space to de-escalate and return back to classroom activities. The desk/space will be properly sanitized after use.</li> <li><input checked="" type="checkbox"/> HTPS teachers will address self-regulation skills as part of the daily community building activity.</li> <li><input checked="" type="checkbox"/> Should a student elope from the classroom and come in contact with other students or staff, the incident will be noted in the appropriate logs.</li> <li><input checked="" type="checkbox"/> Should a student’s behavior result in a room clear:               <ul style="list-style-type: none"> <li>• An admin will remain in the cleared room with the student and apply the least restrictive interventions possible.</li> <li>• The teacher will escort the other students to a safe location.</li> <li>• After the incident is resolved, the classroom will be sanitized before the students are allowed to return.</li> <li>• The incident will be noted in the appropriate logs.</li> <li>• Everyone involved will wash hands after each interaction.</li> </ul> </li> </ul>

resilience to enable them to remain calm and able to support struggling students as well as colleagues.

☒ 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.

#### **Protective Physical Intervention**

☒ Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the *Ready Schools, Safe Learners* guidance: Cleaning, Disinfection, and Ventilation).

- ☑ HTPS staff will apply appropriate procedures to students engaging in aggressive behavior to help de-escalate the situation.
- ☑ During interventions teachers will maintain distance as much as possible from the student and will wash hands after each interaction.
- ☑ All unexpectedly used spaces will be cleaned and sanitized using the proper Cleaning and Disinfecting guidelines before the introduction of other stable cohorts or students to the space.



### 3. Response to Outbreak

#### 3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Review the "<a href="#">Planning for COVID-19 Scenarios in Schools</a>" toolkit.</li> <li><input checked="" type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> HTPS office staff will coordinate with the LPHA to establish communication channels.</li> <li><input checked="" type="checkbox"/> HTPS office staff will follow the <a href="#">CDC Guidelines for Response to COVID-19 Cases</a> in the event a need arises.</li> <li><input checked="" type="checkbox"/> HTPS will follow the directives or imposed restrictions of the LPHA when new cases are identified in the school setting. School Admin will coordinate with the LPHA to report and review cases.</li> </ul>

#### 3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Review and utilize the "<a href="#">Planning for COVID-19 Scenarios in Schools</a>" toolkit.</li> <li><input checked="" type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning.</li> <li><input checked="" type="checkbox"/> Continue to provide meals for students.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> The <a href="#">HTPS COVID-19 Specific Communicable Disease Management Plan</a> incorporates protocols listed in the toolkit.</li> <li><input checked="" type="checkbox"/> In the event of school closure, the school will shift from on-site instruction to short-term distance learning. In order to ensure a smooth transition, all teachers will be proficient in the use of the following online tools:               <ul style="list-style-type: none"> <li>• LMS - Google Classroom: This Learning Management System (LMS) will be utilized for posting all assignments and communications regarding assignments.</li> <li>• SIS: A Student Information System (SIS) will host all grade-book information as well as all parent communication.</li> </ul> </li> <li><input checked="" type="checkbox"/> Meals will not be provided by HTPS at this time.</li> </ul>

#### 3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Review and utilize the "<a href="#">Planning for COVID-19 Scenarios in Schools</a>" toolkit.</li> <li><input checked="" type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow <a href="#">CDC guidance</a> for classrooms, cafeteria settings, restrooms, and playgrounds.</li> <li><input checked="" type="checkbox"/> When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Protocols and practices to ensure a high level of engagement in learning will be in place to support distance learning.</li> <li><input checked="" type="checkbox"/> HTPS maintenance will closely follow the <a href="#">CDC guidance</a> on deep cleaning and sanitizing of all school facilities, surfaces and playground equipment.</li> <li><input checked="" type="checkbox"/> HTPS will communicate with families on status of reentry to On-Site instruction via letters, e-mail, and phone calls. HTPS will follow LPHA guidance for bringing back students to On-Site instruction and will implement smaller stable cohorts and rotating cohort schedules.</li> </ul>