



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	Hood View Adventist School
Key Contact Person for this Plan	Kim Cornette
Phone Number of this Person	503-663-4568 or 541-951-5444
Email Address of this Person	kcornette@hvja.org
Sectors and position titles of those who informed the plan	Kim Cornette – Principal for Hood View Adventist School Gale Crosby – Superintendent for Oregon Conference Adam Hinckley – School Board Chairman for Hood View Christina Lee – Pediatric Nurse & Parent of HVAS Student
Local public health office(s) or officers(s)	Phillip Mason-Joiner, Public Health Director Sarah Present, Health Officer
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Kim Cornette
Intended Effective Dates for this Plan	August 2020 – June 2021
ESD Region	Oregon Trail School District 046, Clackamas County

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

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

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

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

Hood View's administration has reviewed the information and data collected from the school community and parent surveys. HVAS will communicate with the underserved, marginalized, and disproportionately impacted by COVID-19 to meet their needs. Hood View Adventist School collaborates with the Oregon Conference Office of Education as well as HVAS's local School Board. The goal is to have all students attend school Monday - Friday to meet their individual needs, when allowed.

3. Select which instructional model will be used:

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

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).

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

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

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

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

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

This section must be completed by any school that is providing instruction through On-Site or Hybrid Instructional Models.

Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section unless the school is implementing the Limited In-Person Instruction provision under the Comprehensive Distance Learning guidance.



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Conduct a risk assessment as required by OSHA administrative rule OAR 437-001-0744(3)(g). <ul style="list-style-type: none"> • OSHA has developed a risk assessment template. <input checked="" type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building. <input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the Oregon School Nurses Association (OSNA) COVID-19 Toolkit. <ul style="list-style-type: none"> • Review OSHA requirements for infection control plan to ensure that all required elements are covered by your communicable disease management plan, including making the plan available to employees at their workplace. Requirements are listed in OSHA administrative rule OAR 437-001-0744(3)(h). • OSHA has developed a sample infection control plan. <input checked="" type="checkbox"/> Designate a single point-person at each school to establish, implement, support and enforce all RSSL health and safety protocols, including face coverings and physical distancing requirements, consistent with the <i>Ready Schools, Safe Learners</i> guidance and other guidance from OHA. This role should be known to all staff in the building with consistent ways for licensed and classified staff to access and voice concerns or needs. <input checked="" 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. <input checked="" type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school 	<p>The safety officer (principal) has conducted a risk assessment as required by OSHA, following the risk assessment template.</p> <p>All measures indicated in this Operation Blueprint will be implemented to limit the spread of COVID-19, including when activities take place outside.</p> <p>The Hood View Adventist School Communicable Disease Management Plan includes protocols to prevent the spread of COVID-19 as well as OSHA infection control plan elements.</p> <p>The safety officer is principal Kim Cornette who is responsible to establish, implement, support and enforce all RSSL health and safety protocols and guidance from OHA. All staff are readily able to contact the safety officer to voice concerns or needs.</p> <p>A Google Form has been created that allows sharing of concerns as they arise. The link is shared in the school newsletter, via email. Parents are also encouraged to contact the Safety Officer directly if anonymity is not desired.</p> <p>Clackamas County Health Department 503-650-5697 Phillip Mason-Joyner, Public Health Director Sarah Present, Health Officer Email Blueprint: PH-CommunicationsTeam@clackamas.us Email questions: COVID19.Reopening@dhsosha.state.or.us Report confirmed case or illness clusters: 503-655-8411 or email PHIDCP@clackamas.us</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>policies and plans. Review relevant local, state, and national evidence to inform plan.</p> <ul style="list-style-type: none"> ☒ 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, common areas, offices, table surfaces, bathrooms and activity areas. ☒ Process to report to the LPHA any cluster of any illness among staff or students. ☒ Protocol to cooperate with the LPHA recommendations. ☒ Provide all logs and information to the LPHA in a timely manner. ☒ Protocol for screening students and staff for symptoms (see section 1f of the 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. <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. ☒ Required components of individual daily student/cohort logs include: <ul style="list-style-type: none"> • Child's name • Drop off/pick up time • Parent/guardian name and emergency contact information • All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student ☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. <ul style="list-style-type: none"> • See supplemental guidance on LPHA/school partnering on contact tracing. • Refer to OHA Policy on Sharing COVID-19 Information ☒ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a 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 	<p>OSHA Risk Assessment</p> <p>Communicable Disease Management Plan</p> <p><i>Planning for COVID-19 Scenarios in Schools Toolkit</i></p> <p>All "x" items on left are indicated in Operational Blueprint sections (below).</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>models and student counts and reports these data in ODE's COVID-19 Weekly School Status system.</p> <p><input checked="" type="checkbox"/> Protocol to respond to potential outbreaks (see section 3 of the <i>Ready Schools, Safe Learners</i> guidance).</p>	

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 (<i>including outside</i>), Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p>Medically Fragile, Complex and Nursing-Dependent Student Requirements</p> <p><input checked="" 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:</p> <ol style="list-style-type: none"> 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. <p><input checked="" type="checkbox"/> Review Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEA During CDL and Hybrid.</p> <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"> • 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: 	<p>Hood View Adventist School will provide equitable education to all enrolled students and will accommodate high-risk students to meet their needs through technology and/or personalized plans.</p> <p>Hood View Adventist School works with Oregon Trail School District regarding students with needs, specifically Maria O'Meara, Special Education Coordinator for Oregon Trail School District and SPED coordinators at Naas Elementary in Boring.</p> <p>The supplemental guidance on community and health responsibilities regarding FAPE in relation to IDEA During CDL and Hybrid has been reviewed.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ○ U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020. ○ ODE guidance updates for Special Education. Example from March 11, 2020. ○ OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education.' ○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion. 	

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☑ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings. If implementing Learning Outside guidance, establish an outside learning space for learning that maintains minimum 35 square feet per person. <ul style="list-style-type: none"> • Within this design, educators should have their own minimum of 35 square feet and the design of the learning environment must allow for some ability for the educator to move through the room efficiently and carefully without breaking 6 feet of physical distance to the maximum extent feasible. ☑ Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible. ☑ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. ☑ Schedule modifications to limit the number of students in the building or outside learning space (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). ☑ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. ☑ Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. 	<p>See <i>Hood View Adventist School Communicable Disease Management Plan</i>, attached.</p> <p>Classroom Set Up:</p> <ul style="list-style-type: none"> • Teachers will remove excess furniture to provide needed square footage for learning areas. • Class sizes will be limited, based on available square footage. • Seating shall be assigned to maximize physical distancing and minimize physical interaction. • Traffic flow - A one-way flow of traffic will be established and marked in all common areas of the school with the expectation that students and staff will be trained to follow the traffic flow pattern. The traffic flow patterns will be designated with arrows which direction to walk, 6' spacing for appropriate distancing. • Schedules -Students will each stay in their classroom with their cohort group for the majority of the day. If a cohort group needs to transition to another part of the building or outside, a 5-minute passing time will be scheduled for transitions of single cohort groups. • Student instruction on distancing protocols- All staff will be trained on the appropriate health and safety ODE guidelines on physical distancing. Teachers will be required to teach, practice, review, and reteach the ODE guidelines in their classrooms on a regular basis. This will include appropriate protocols during arrival, dismissal, hallway transitions, common areas, and recess. • PE & recess will be provided for each classroom. Playground protocol will be taught for following physical distancing. Activities and games will be promoted for which physical distancing can be maximized. PE & recess will be scheduled so that there is no overlap of cohort groups.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☑ Where feasible, establish stable cohorts: groups shall be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. 	<p>Hood View will have five student cohorts in gr. K-8. Preschool and PreK are each also their own stable group, under ECE guidelines.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<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. <ul style="list-style-type: none"> ☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week⁴, unless the school is offering Learning Outside, then they must follow guidelines for cohorting in Learning Outside guidance. Schools must plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. Cohorts may change week-to-week, but must be stable within the educational week. ☒ Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the 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. 	<p>Gr. K to 6th Cohorts: Students will be assigned to a classroom with no more than 22 students which meets the ODE 35 sq. feet distancing guidelines and will remain as a cohort throughout the day.</p> <p>7-8 Cohort - Students will be assigned to a classroom with no more than 20 students which meets the ODE 35 sq. feet distancing guidelines. Teachers will move to the main 7-8 classroom to teach content subjects (Bible, Language Arts, Math, Science, electives) daily. Students will, for the most part, stay in their assigned classroom or designated learning area(s).</p> <p>A daily log to ensure contact tracing which will be kept for a minimum of four weeks for each cohort.</p> <p>Stable Cohorts - For students to minimize interaction between cohort groups the following safety guidelines will be put into practice:</p> <ul style="list-style-type: none"> Students will use the bathroom associated with their cohort. All activities except for recess & P.E. will be held in the students' classroom area(s) or outdoors. Students will eat lunch in their classroom or respective cohort area. Separate outdoor school entrances will be used for each cohort group. Students will be dismissed one-by-one to maintain physical distancing while exiting. A master recess schedule will be created to avoid interaction between cohort groups. Several outdoor area zones will be designated for recesses and P.E. and assigned as indicated on the master schedule. Playground equipment (basketballs, bouncy balls, etc.) will generally be kept to one cohort group. Any shared equipment will be disinfected between cohort groups. Cleaning & Disinfecting Surfaces-The following CDC guidelines will consistently be following: <ul style="list-style-type: none"> All door handles, desks, counters, & materials will be cleaned and sanitized between use by different cohorts AND between multiple student uses, even in the same cohort. All door handles, desks, counters, supplies & materials will be routinely cleaned and sanitized at least twice daily within the same cohort. Students with Special Needs - Following the ODE guidelines, students with special needs will maintain access to general education. <p>Sanitizing in Transitions- Staff who interact with different cohorts will wash their hands between interacting with each cohort. Each classroom and learning space will be provided with the appropriate sanitizing supplies.</p>

1e. PUBLIC HEALTH COMMUNICATION AND TRAINING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. 	<p>See Hood View Adventist School Communicable Disease Management Plan, attached.</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.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><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 <i>Ready Schools, Safe Learners</i> guidance for specific training requirements). Note: Instructional time requirements allow for time to be devoted for professional learning that includes RSSL training.</p> <p><input checked="" 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> <p><input checked="" type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19.</p> <ul style="list-style-type: none"> The definition of exposure is being within 6 feet of a person who has COVID-19 for at least 15 cumulative minutes in a day. OSHA has developed a model notification policy. <p><input checked="" type="checkbox"/> Develop protocols for communicating immediately with staff, families, and the school community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.</p> <p><input checked="" type="checkbox"/> Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance.</p> <p><input checked="" type="checkbox"/> Provide all information in languages and formats accessible to the school community.</p>	<p>Communication for staff:</p> <ul style="list-style-type: none"> ➤ Safe Schools training for COVID-19 ➤ Pre-session training for Hood View Adventist School protocol ➤ Monthly Staff Meetings for updates on protocol <p>Communication for Parents:</p> <ul style="list-style-type: none"> ➤ When the LPHA indicates that exposure has occurred, written (email and, in some cases, text alert) communication will be provided to families when COVID-19 cases are diagnosed in students or staff. Communication will be done with care to ensure privacy. ➤ Health communication will be provided in English and Spanish to accommodate the languages of the school community. <p>Infection control measures are shared with staff at twice monthly staff meetings and also via email.</p> <p>Staff training has been provided for in-person instruction. This has occurred in staff meetings, through the SafeSchools online training portal, through slideshow presentations, and through handouts with discussion.</p> <p>Appropriate signage is posted in the teacher workroom and throughout the building.</p> <p>A written communication has been developed in the event of a positive COVID-19 case among the staff--the COVID-19 Notification Policy for employees—based on the OSHA model.</p> <p>Notification of the families and school community follows the guidance provided in the <i>Planning for COVID-19 Scenarios in Schools</i> document.</p> <p>Portions of the Operational Blueprint are reviewed at monthly staff meetings.</p>

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Direct students and staff to stay home if they have COVID-19 symptoms. COVID-19 symptoms are as follows:</p> <ul style="list-style-type: none"> Primary symptoms of concern: cough, fever (temperature of 100.4°F or higher) or chills, shortness of breath, difficulty breathing, or new loss of taste or smell. Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, new nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. In addition to COVID-19 symptoms, students must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE Communicable Disease Guidance for Schools. Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face (lighter skin); greyish lips or face (darker skin) 	<p>Hood View Adventist School Communicable Disease Management Plan. See attached.</p> <p>Entry Screening Procedures</p> <ul style="list-style-type: none"> • Parents will fill in a daily health screening form that each student will present prior to entry. On this form, parents will indicate absence/presence of any primary symptoms of concern. If symptoms of concern are present, the student will be excluded from school. • Each student will wash his/her hands or use hand sanitizer upon entering the classroom. Staff will do so, also, upon entering the building and at periodic intervals. • Teachers will also visually screen students upon entry. • Students who exhibit symptoms will be sent to the office for further screening. The school isolation plan will be followed as needed. • On the daily health screening form, parent(s) will also indicate any exposure to COVID-19, including exposure to

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ○ Other severe symptoms <p>☒ Diligently screen all students and staff for symptoms on entry to bus/school/outside learning space every day. This can be done visually as well as asking students and staff about any new symptoms or close contact with someone with COVID-19. For students, confirmation from a parent/caregiver or guardian can also be appropriate. Staff members can self-screen and attest to their own health, but regular reminders of the importance of daily screening must be provided to staff.</p> <ul style="list-style-type: none"> • Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the Ready Schools, 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. <p>☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See “Planning for COVID-19 Scenarios in Schools” and the COVID-19 Exclusion Summary Guide.</p> <p>☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication must be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. See the COVID-19 Exclusion Summary Guide.</p> <p>☒ Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</p>	<p>presumptive cases. If exposure has occurred, the student will be excluded from school.</p> <ul style="list-style-type: none"> • Plan for school implementation of isolation and send-home protocols: <ul style="list-style-type: none"> ○ Student will be isolated with an adult to monitor student’s health. ○ Parents will be notified to pick up student. ○ Student must remain home until eligible to return according to the <i>Planning for COVID-19 Scenarios in Schools</i> toolkit table. ○ When available, those presenting COVID-19 symptoms while at school will be tested for COVID-19 before leaving campus, as long as appropriate consent has been provided. • Students will be excluded from school based on required OHA/ODE requirements and according to the <i>Planning for COVID-19 Scenarios in Schools</i> toolkit table and the <i>HVAS Communicable Disease School Management Plan</i>. <ul style="list-style-type: none"> ○ All staff and students exposed to COVID-19 will be restricted from school for up to 14 calendar days, per guidance from the LPHA, the <i>Planning for COVID-19 Scenarios in Schools</i>, and the <i>COVID-19 Exclusion Summary Guide</i>. <p>Teachers self-screen each day and attest to health and no-exposure by “signing in” on cohort log. Staff are reminded of self-screening procedures at monthly staff meetings.</p>

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Restrict non-essential visitors/volunteers.</p> <ul style="list-style-type: none"> • Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. • Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. <p>☒ Diligently screen all visitors/volunteers for symptoms and ask questions about symptoms and any close contact with someone diagnosed with COVID-19 upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See the COVID-19 Exclusion Summary Guide.</p> <p>☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit.</p> <p>☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of the Ready Schools, Safe Learners guidance.</p>	<p>Visitor Plan</p> <ul style="list-style-type: none"> • All visitors will be met in the enclosed lobby to determine if they are non-essential or essential. • Non-essential visitors will be restricted from entering the common areas and classroom settings (all areas beyond the entry area). • Essential visitors will be screened visually and will complete the health screening survey provided. They will wash their hands or utilize hand sanitizer before entering any common areas or classrooms. Visitors older than 5 years will wear face coverings and follow the 6-foot physical distancing guidelines and all HVAS health/safety guidelines (based on the <i>Ready Schools, Safe Learners</i> guidance. Visitors will sanitize or wash hands upon departure. • Surfaces in the lobby, door handles, counters, etc. will be sanitized several times per day.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers.</p> <p>☒ Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings</p>	<p>All Hood View Adventist School staff, volunteers, visitors, or service providers will wear face coverings (or face shields, where applicable) when they are within 6 feet of students or others. They may remove face coverings when working alone in a private office or empty classroom.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>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.</p> <ul style="list-style-type: none"> ☒ 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: <ul style="list-style-type: none"> • Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;" <ul style="list-style-type: none"> ○ Students must not be left alone or unsupervised; ○ Designated area or chair must be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use; • Provide additional instructional supports to effectively wear a face covering; • Provide students adequate support to re-engage in safely wearing a face covering; • Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day. ☒ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses shall also wear appropriate Personal Protective Equipment (PPE) for their role. <ul style="list-style-type: none"> • Additional guidance for nurses and health staff. <p>Accommodations under ADA or IDEA and providing FAPE while attending to Face Covering Guidance</p> <ul style="list-style-type: none"> ☒ 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: <ul style="list-style-type: none"> • 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. 	<p>Disposable and re-usable masks are available at the school office.</p> <p>All students in grades Kindergarten and up will be required to wear face coverings or face shields according to CDC guidance, unless they are protected under the ADA or IDEA or present a doctor's note. In this case, efforts will be made to maximize proximity to others.</p> <p>Face covering breaks will be implemented during eating, drinking, or outdoors while maintaining 6-ft distancing.</p> <p>If a student removes a face covering or demonstrates a need to remove the face covering for a short period of time, the teacher will implement grace for the current need and will establish a designated area for this need. The teacher will reinforce face covering protocol at the appropriate time.</p> <p>If ADA accommodations are needed for a staff member which exclude him/her from wearing a mask, limited exposure to the students will be implemented as much as possible.</p> <p>Medical-grade face masks, shields, and PPE are available to be worn by any personnel who provides care and monitoring of staff/students displaying symptoms.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><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, or the current plan in effect for the student if appropriately developed after March of 2020.</p> <ul style="list-style-type: none"> • 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: <ol style="list-style-type: none"> 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan 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: <ol style="list-style-type: none"> 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan. 2. The team must determine that the disability is not prohibiting the student from meeting the requirement. <ul style="list-style-type: none"> • If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability, • If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning. 3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning. <p><input checked="" type="checkbox"/> For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.</p> <p><input checked="" type="checkbox"/> If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools shall work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.</p>	

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><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</p>	<p>See Hood View Adventist School Communicable Disease Management Plan, attached.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>or during the school day. See the COVID-19 Exclusion Summary Guide.</p> <ul style="list-style-type: none"> • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. Consider if and where students and staff will be isolated during learning outside. Create a comfortable outdoor area for isolation or follow plan for in building isolation. • Consider required physical arrangements to reduce risk of disease transmission. • 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>☒ 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>☒ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.</p> <p>☒ 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>☒ Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).</p> <p>☒ Record and monitor the students and staff being isolated or sent home for the LPHA review.</p> <p>☒ The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine.</p>	<ul style="list-style-type: none"> • All students who become ill at school with excludable symptoms of COVID-19 will remain at school within the school designated isolation area supervised by staff until parents can pick them up. Student will be provided a facial covering and maintain physical distancing. Supervising staff will use medical-grade masks while supervising ill students. • If more than one student becomes ill at school with symptoms of COVID-19, each will be provided with their isolation area, or 6-ft distancing will be maintained in any shared isolation area. • While exercising caution to maintain (ensure) safety is appropriate when working with children exhibiting symptoms, staff shall maintain sufficient composure and disposition so as not to unduly worry a student or family. • Staff will maintain student confidentiality as appropriate. • Daily logs will be maintained containing the following: <ul style="list-style-type: none"> - Name of students sent home for illness, cause of illness, time of onset, as per designated communicable disease surveillance logs; and - Name of students visiting the office for illness symptoms, even if not sent home, as per routine health logs • Staff and students with known or suspected COVID-19 cannot remain at school and shall return only after their symptoms resolve and they are physically ready to return to school. In no case can they return before until they meet the necessary health requirements based on <i>the Planning for COVID-19 Scenarios in Schools</i> toolkit table. • Records will be kept to indicate those with COVID-19-related illness for LPHA review.



2. Facilities and School Operations

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

2a. ENROLLMENT

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

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

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	N/A

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).</p> <p><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).</p> <p><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.</p> <p><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.</p> <p><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>	

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" 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).</p> <p><input checked="" type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.</p> <p><input checked="" type="checkbox"/> If providing learning outside and allowing students to engage with devices during the learning experiences, provide safe charging stations.</p>	<ul style="list-style-type: none"> Each device will be cleaned and sanitized when brought in for updates, repair, return, inventory, or redistribution. Physical distancing will be maintained when devices are returned. HVAS will collect information about the numbers, types, and condition of devices used in students' homes to support remote learning. HVAS will plan for adequate technology at home for off-site working, teaching, and learning. Technology policies and data privacy policies are in place and will be followed. Learning outside will not include technology devices.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Handwashing: All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer.</p> <p><input checked="" 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 checked="" 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 checked="" type="checkbox"/> Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.</p> <p><input checked="" 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>	<ul style="list-style-type: none"> Handwashing: HVAS staff has and will continue to provide age-appropriate hand washing education and will define appropriate times to wash hands and provide sanitizer when hand washing is not available. Signage is posted as a reminder to wash and sanitize often. Teachers have established routines for student handwashing/sanitizing through the school day. Equipment: Classroom supplies will remain with the individual student to the greatest extent possible. All classroom supplies and PE equipment will be sanitized before use by another student or cohort group. Events: Field trips will be designed virtually, for outside, or modified to meet physical distancing for the school year. All assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings will be canceled, modified, or virtual to meet county and state requirements. Transitions/Hallways: Hallway traffic direction will be marked to

OHA/ODE Requirements	Hybrid/Onsite Plan
	<p>show travel flow. Physical distancing reminders will be posted and/or marked in appropriate places.</p> <ul style="list-style-type: none"> ● Personal Property: Personal items brought to school must be labeled prior to entering school and not shared with other students. Non-essential personal items will be limited. ● Restrooms: Each cohort will have a designated restroom, though some cohorts will share restrooms (e.g., gr.2-5). The restrooms' high touch surfaces will be sanitized periodically in the school day.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☒ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the Ready Schools, Safe Learners guidance). ☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. <ul style="list-style-type: none"> • Eliminate shared pen and paper sign-in/sign-out sheets. • Ensure hand sanitizer is available if signing children in or out on an electronic device. ☒ Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible. 	<p>See <i>Hood View Adventist School Communicable Disease Management Plan</i>, attached.</p> <p>Screening Students</p> <ul style="list-style-type: none"> • Students will be visually screened by the staff upon arrival as they enter, in addition to presenting a parent health survey form. If the screening indicates that a student may be symptomatic, the student will be directed to the office where established protocol will be followed. Screening will include updating the cohort logs or individual student logs. • Teachers will sign students in/out on the contact tracing log/attendance sheets. • See also 1F: Entry and Screening. <p>Arrival/Dismissal</p> <ul style="list-style-type: none"> • Students will be assigned to entrances by cohort. • Each teacher or cohort leader will complete the contact tracing form each day. • Appropriate hand sanitizer will be available at each entry point. • All caregivers will be informed of drop-off/pick-up procedure to maintain efficiency and social distancing. • During morning arrival, students will be released by parents and caregivers at curbside. • During afternoon dismissals, parents will be encouraged to wait for students in vehicles at curbside and/or to maintain 6' physical distancing on the school campus. • Supervision will be provided to ensure physical distancing during arrival and departure. • Students will be asked to wear face coverings from the time they depart their vehicles in the mornings and until they enter their vehicles. • Teachers and staff will establish procedures to provide for continued physical distancing upon entering the classroom.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Seating: Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. 	<ul style="list-style-type: none"> • Seating: Student desks and tables will be arranged so that individual student learning areas are six feet apart to the greatest extent possible, while still allowing for essential movement in the

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. ☒ Handwashing: Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues shall be disposed of in a garbage can, then hands washed or sanitized immediately. <ul style="list-style-type: none"> • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. 	<p>learning space. If tables are used, no more than two students will sit at a table. Students will remain in assigned seats.</p> <ul style="list-style-type: none"> • Materials: Each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.). Any shared items will be sanitized between student uses. Hand sanitizer and tissues will be available for use by students and staff. In general, students will each have their own assigned supplies that will be stored separately from others' supplies. • Handwashing: <ul style="list-style-type: none"> ○ Age-appropriate signage will be provided for regular reminders for hand washing. Students will be trained all on the protocols for washing hands and regarding respiratory etiquette. ○ All students and staff will wash hands prior to meals and snacks, after using the restroom, and as needed throughout the day. Appropriate sanitizer may be used at times other than before meals and after toileting. ○ Hand washing protocol will include soap and water washing for 20 seconds or alcohol-based hand sanitizer with 60-95% alcohol. ○ Staff will wash hands or sanitize hands during all transitions between classrooms, groups, breaks, etc. ○ Hand sanitizer with 60-95% alcohol will be used when hand washing with soap is not available. • Classroom Procedure: All classes will assign each student a cubby, desk or storage space for each individual student's belongings. • Seating: Hallway will have visual aids to illustrate traffic flow and classrooms will have indicators of appropriate spacing, assigned seating areas, etc. <p>Environment: When possible, windows will be open in the classroom before students arrive and after students leave, and at times during the day. Each classroom will hold classes outside when possible and encourage students to maintain 6' distancing.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). ☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. For learning outside if portable bathrooms are used, set up portable hand washing stations and create a regular cleaning schedule. ☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. ☒ Designate playground and shared equipment solely for the use of one cohort at a time. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared 	<ul style="list-style-type: none"> • Playgrounds will remain closed for public use. School has posted signage to indicate this. • Classes may use the playground for recess throughout the school day according to the designated schedule. • Playground equipment will be designated for only one cohort and will be disinfected daily. • Our learning spaces are primarily indoors. Thus, portable bathrooms are not used. • Students must wash hands or sanitize before and after using playground equipment. • Cleaning requirements must be maintained. See <i>Hood View Adventist School Communicable Disease Management Plan</i>. • Recess activities will be planned to support physical distancing and maintain stable cohorts. This may include

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

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Include meal services/nutrition staff in planning for school reentry. ☒ Prohibit self-service buffet-style meals. ☒ Prohibit sharing of food and drinks among students and/or staff. ☒ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others and must put face coverings back on after finishing the meal or snack. ☒ Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h of the 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 <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and shall be encouraged to do so after. ☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items). ☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. ☒ Adequate cleaning and disinfection of tables between meal periods. ☒ Since staff must remove their face coverings during eating and drinking, limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms and break rooms by limiting occupancy or staggering use. Consider staggering times for staff breaks, to prevent congregation in shared spaces. Always maintain at least six feet of physical distancing and establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. Wear face coverings except when eating or drinking and minimize time in spaces where face coverings are not consistently worn. 	<ul style="list-style-type: none"> • All meals will be eaten in the classrooms, and each student will be at their own learning center for 6 ft. distancing. • All students must wash hands prior to meals for 20 seconds each, using soap and water. • Students may remove face coverings to eat/drink, while maintaining 6-ft. distancing, to the greatest extent possible. Face coverings will be replaced as soon as food consumption has ended for each individual. • Teachers who eat within their classrooms with students shall also maintain 6-ft. distancing while eating/drinking. • Students will not share utensils, food, or other items during meals. • Each table/desk will be cleaned and disinfected prior to meals being consumed. These are students' individual desks/tables and are not shared. • Pre-purchased hot lunches will be served and delivered to the classrooms in individualized, disposable food service containers with disposable utensils provided. Hot lunches will be prepared following all safety protocols by our regular food service staff. • Carts (for delivering lunches to classrooms) will be sanitized daily. • Self-service or buffet-style meals will not be allowed. • Since meals are delivered to classrooms, there are no touch points, nor a meal-counting system. • Staff generally do not take breaks in communal areas. Meals are generally consumed at one's own desk in one's own classroom, and the teacher maintains 6' of physical distance, if others are present. • Physical distancing of 6' is observed in the workroom, and the space is limited to no more than 4 staff members at one time.

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<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. <ul style="list-style-type: none"> If transporting for dismissal and the student displays an onset of symptoms, notify the school. <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. <input type="checkbox"/> 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. <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). <input type="checkbox"/> 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. <input type="checkbox"/> Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible.	<p>N/A</p> <p>HVAS does not operate a transportation program.</p>

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<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 (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. Provide time and supplies for the cleaning and disinfecting of high-touch surfaces between multiple student uses, even in the same cohort.	<p>See <i>Hood View Adventist School Communicable Disease Management Plan</i>, attached.</p> <p>See also section 1d of this document.</p> <ul style="list-style-type: none"> All frequently touched surfaces will be disinfected between multiple uses and at least three times per day. Staff maintain

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Outdoor learning spaces must have at least 75% of the square footage of its sides open for airflow. <input checked="" 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 checked="" type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. <input checked="" type="checkbox"/> 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 checked="" 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.) <input checked="" type="checkbox"/> Schools with HVAC systems should ensure all filters are maintained and replaced as necessary to ensure proper functioning of the system. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans must not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate. <input checked="" type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. <input checked="" type="checkbox"/> Facilities must be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces). <input type="checkbox"/> 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). 	<p>logs to indicate this. Logs are submitted to the office each day.</p> <ul style="list-style-type: none"> • Products for cleaning/disinfecting will follow the guidelines as given by the CDC/EPA, and product directions will be followed. • Ventilation systems will be checked and maintained monthly by maintenance staff and serviced by HVAC professionals as needed. Filters will be maintained/changed, as needed. Outdoor air circulation is maximized for all HVAC units. • Outdoor space will be utilized as much as possible, though most learning takes place indoors. • Facility surfaces will be cleaned/disinfected daily. • Windows will be opened as much as possible to increase natural ventilation. • Air purifiers are used in spaces that do not allow windows to be open for natural ventilation.

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" 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 checked="" 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, 	<p>See <i>Hood View Adventist School Communicable Disease Management Plan</i>.</p> <ul style="list-style-type: none"> • Age-appropriate hand hygiene and respiratory etiquette education will be provided to all students to endorse prevention. This includes teacher and student instruction, newsletter, and signage in the school setting. • Appropriate communicable disease isolation and exclusion measures will be shared and followed, which includes an appropriate space to isolate sick students and to provide for students with special health care needs.

OHA/ODE Requirements	Hybrid/Onsite Plan
occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	<ul style="list-style-type: none"> Staff will participate in required health services training to maintain health services practice in the school setting. COVID-19 specific infection control practices for staff and students will be communicated. Hood View will collaborate with volunteer health professionals as needed for training and guidance and will work closely with the LPHA for the county.

2I. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: <ul style="list-style-type: none"> Contact tracing The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. Quarantine of exposed staff or students Isolation of infected staff or students Communication and designation of where the “household” or “family unit” applies to your residents and staff <input type="checkbox"/> Review and take into consideration CDC guidance for shared or congregate housing: <ul style="list-style-type: none"> Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible Ensure at least 64 square feet of room space per resident Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary; Configure common spaces to maximize physical distancing; Provide enhanced cleaning; Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs. <p>Exception K-12 boarding schools that do not meet the Advisory Metrics (Section O of the Ready Schools, Safe Learners guidance) may operate, in consultation with their Local Public Health Authority, provided that:</p> <input type="checkbox"/> They have a current and complete RSSL Blueprint and are complying with Sections 1-3 of the Ready Schools, Safe Learners guidance and any other applicable sections, including Section 2L of the Ready Schools, Safe Learners guidance.	N/A
<input type="checkbox"/> The school maintains a fully-closed residential campus (no non-essential visitors allowed), and normal day school operations are only offered remotely through distance learning.	
<input type="checkbox"/> There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.	
<input type="checkbox"/> Less than 10% of staff, employees, or contractors (in total) are traveling to or from campus. Staff in this designation will: <ul style="list-style-type: none"> Limit travel to essential functions. Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19. 	
<input type="checkbox"/> Any boarding students newly arriving to campus will either: <ul style="list-style-type: none"> Complete a quarantine at home for 14 days* prior to traveling to the school, OR Quarantine on campus for 14 days.* 	

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>* A 14-day quarantine is the safest option to prevent the spread of COVID-19 to others. However, in either option above, for boarding students who have not developed any symptoms, schools may consider ending quarantine after 10 days without any testing, or after 7 days with a negative result on a COVID-19 viral test collected within 48 hours before ending quarantine, unless otherwise directed by the local public health authority (LPHA).</p> <p><input type="checkbox"/> Student transportation off-campus is limited to medical care.</p>	

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies.</p> <ul style="list-style-type: none"> At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. Fire drills must be conducted monthly. Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year. <p><input checked="" type="checkbox"/> Drills can and should be carried out as close as possible to the procedures that would be used in an actual emergency. For example, a fire drill must be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.</p> <p><input checked="" type="checkbox"/> When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.</p> <p><input checked="" type="checkbox"/> Drills shall not be practiced unless they can be practiced correctly.</p> <p><input checked="" type="checkbox"/> Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.</p> <p><input checked="" type="checkbox"/> If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year).</p> <p><input checked="" type="checkbox"/> Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.</p>	<p>Students are instructed on safety/emergency procedures monthly.</p> <p>Monthly fire drills shall continue, with added social distancing, as appropriate/possible. Fire drills shall not exceed 15 minutes.</p> <p>Semesterly earthquake drills will be conducted, as usual, but with 6-ft. distancing.</p> <p>Semesterly safety drills (lockdown, lockout, shelter in place, etc.) shall be conducted, with modifications. These shall not exceed 15 minutes in duration.</p> <p>All students shall wash their hands or use an approved hand sanitizer after drills.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills.</p> <p><input checked="" type="checkbox"/> Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.</p> <p><input checked="" type="checkbox"/> Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new</p>	<p>Hood View teachers will implement ongoing Social-Emotional lessons to assist students in building self-regulation skills.</p> <p>Training will be provided for teachers for de-escalation, lagging skill instruction, and alternatives to restraint and seclusion, as needed.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.</p> <ul style="list-style-type: none"> ☒ 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. ☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. ☒ 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. ☒ Plan for the impact of behavior mitigation strategies on public health and safety requirements: <ul style="list-style-type: none"> • Student elopes from area <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> • Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention. • Use the least restrictive interventions possible to maintain physical safety for the student and staff. • Wash hands after a close interaction. • Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in behavior that requires them to be isolated from peers and results in a room clear. <ul style="list-style-type: none"> ○ If students leave the classroom: <ul style="list-style-type: none"> • Preplan for a clean and safe alternative space that maintains physical safety for the student and staff • Ensure physical distancing and separation occur, to the maximum extent possible. • Use the least restrictive interventions possible to maintain physical safety for the student and staff. • Wash hands after a close interaction. • Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior). <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> • Maintain student dignity throughout and following the incident. • Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention. • Use the least restrictive interventions possible to maintain physical safety for the student and staff • Wash hands after a close interaction. • Note the interaction on the appropriate contact log. <p>*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.</p>	

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.	

2o. PROTECTIVE PHYSICAL INTERVENTION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Reusable Personal Protective Equipment (PPE) must be cleaned and disinfected following the manufacturer's recommendation, after every episode of physical intervention (see section 2j. Cleaning, Disinfection, and Ventilation in the Ready Schools, Safe Learners guidance). Single-use disposable PPE must not be re-used.	<p>PPE will be cleaned and disinfected after any type of physical intervention. Disposable PPE will not be reused.</p>



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review the " Planning for COVID-19 Scenarios in Schools " toolkit. <input checked="" type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	<p>See Hood View Adventist School Emergency Preparedness Plan.</p> <p>The <i>Planning for COVID-19 Scenarios in Schools</i> toolkit will be utilized in prevention and planning for potential COVID-19 cases on campus.</p> <p>Direct report goes to the principal: Kim Cornette</p> <p>Clackamas County Public Health Emergency Preparedness Coordinator, Kirsten Ingersoll, 503-519-4187.</p> <p>Clackamas County Public Health Outbreak Coordinator, Katrina Doughty, 503-312-9443, kdoughty@clackamas.us</p> <p>Report confirmed case or illness clusters: 503-655-8411 or email PHIDCP@clackamas.us</p>

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review and utilize the " Planning for COVID-19 Scenarios in Schools " toolkit. <input checked="" type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning. <input checked="" type="checkbox"/> Continue to provide meals for students.	<p>See Hood View Adventist School Communicable Disease Management Plan, attached.</p> <p>The <i>Planning for COVID-19 Scenarios in Schools</i> toolkit and LPHA guidance will be used in response to potential COVID-19 cases on campus.</p> <p>Hood View will follow the HVAS distance learning plan to support all learners. Those who are quarantined or isolated will continue to receive instruction and learning opportunities.</p> <p>Confirmed cases or illness clusters will be reported to 503-655-8411 or emailed to PHIDCP@clackamas.us</p> <p>Note: Hood View Adventist School does not provide meals for students when they are not on campus.</p>

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review and utilize the “Planning for COVID-19 Scenarios in Schools” toolkit. <input checked="" type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. <input checked="" type="checkbox"/> When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.	<p>Hood View will follow the <i>Planning for COVID-19 Scenarios in Schools</i> toolkit and LPHA guidance in the process of bringing students safely back to campus after COVID-19 illness or outbreak on campus.</p> <p>Confirmed cases or illness clusters will be reported to 503-655-8411 or emailed to PHIDCP@clackamas.us</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>