



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

PWS Update 9/9/2020

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.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Portland Waldorf School
Key Contact Person for this Plan	Dionne Kane
Phone Number of this Person	503-654-2200
Email Address of this Person	dionne.kane@portlandwaldorf.org
Sectors and position titles of those who informed the plan	Connie Stokes: Leadership Team, Pedagogical Consultant & Advisor and Operations Supervisor/Director Elizabeth Webber: Leadership Team, College of Teachers Chair Shanti McCarter: Leadership Team, HS Chair Dionne Kane: Operations Manager Aimee Panyard: Board of Trustees Lukas Schneider: Grades Teacher Lisa Kimball: EC Section Chair Nina Churchill: HS Section Crystal Lawrence: Business Office Manager Brendan Eiswerth: Facilities Manager Addie Buck: Front Office Mgr
Local public health office(s) or officers(s)	Clackamas County Public Health Division: 503-742-5300

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.

	Kirsten Ingersoll, Public Health Emergency Preparedness Coordinator: Cell 503-519-4187 Disease Reporting: 503-655-8411
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Dionne Kane
Intended Effective Dates for this Plan	9/8/20
ESD Region	Clackamas

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.

Email communication with parent community and online Q&A meetings to share latest guidelines updates from ODE, OHA and ELD that impacted the creation of this Blueprint and PWS policies and procedures around COVID-19. Online surveys. Utilized best practices gleaned from the operation of Emergency Childcare summer camps on our own campus in summer 2020. Regular meetings with PWS section leads and teachers and various committees including the Board of Trustees and Diversity, Equity and Inclusion committee.

3. Indicate which instructional model will be used.

Select One:

On-Site Learning Hybrid Learning Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-19 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dff75e4874c8a>) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

All grades will operate under a distance learning model until guidelines metrics are met. PWS will follow metrics to re-open. Once case numbers allow in-person instruction to resume, all grades will move into a hybrid model for the remainder of the 2020-21 school year. Teachers will have two weeks to prepare for the shift following the three weeks of required case metrics in school guidelines.

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.

PWS has reviewed the guidance.

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

All grades will operate under a distance learning model until guidelines metrics are met. If limited in-person instruction guidelines are met, those guidelines will be followed for limited in-person instruction. PWS will follow metrics to re-open. Once case numbers allow in-person instruction to resume, all grades will move into a hybrid model for the remainder of the 2020-21 school year. Teachers will have two weeks to prepare for the shift following the three weeks of required case metrics in school guidelines.

EC-Grade 3 will open under Statewide Emergency Child Care guidelines if guidance allows.

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

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



0. Community Health Metrics

METRICS FOR ON-SITE OR HYBRID INSTRUCTION

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

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

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



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting. <input type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. <input type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. <input type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. <input type="checkbox"/> Process and procedures established to train all staff in sections 1 - 3 of the Ready Schools, Safe Learners guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible. <input type="checkbox"/> Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. <input type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. <input type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students. <input type="checkbox"/> Protocol to cooperate with the LPHA recommendations. <input type="checkbox"/> Provide all logs and information to the LPHA in a timely manner. <input type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others. <input type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit. <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. <input type="checkbox"/> 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 	<p>PWS has a comprehensive plan to limit the spread of COVID-19 in our school setting. The plan includes physical distancing protocols, use of face coverings, cleaning and disinfecting, screening of all persons on campus, and contact logging. See PWS Communicable Disease Plan (CDP) which includes our standard Health & Wellness Policy, additional screening and isolation protocols for COVID-19, Exclusion Guidelines, Cleaning, Sanitizing and Disinfection protocols, and contact tracing protocols.</p> <p>PWS follows the Communicable Disease Guidelines from the Oregon Department of Education (ODE) and the Oregon Health Authority (OHA).</p> <p>Review of Sections 1-3 of this Blueprint, the PWS Communicable Disease plan and Cleaning, Sanitizing and Disinfecting at PWS is planned with all staff during August in-service which will be held virtually.</p> <p>Students will be trained by teachers on aspects of sections 1-3 through a combination of live, video and online instruction.</p> <p>Guidance was provided by Kirsten Ingersoll, Clackamas County Public Health Emergency Preparedness Coordinator.</p> <p>The PWS Communicable Disease Plan was modeled off of the Colton School District Pandemic Plan (2020) with additional consultation and consideration of our particular community.</p> <p>In the event of a presumptive or positive case of COVID-19 among students or staff, it is the policy of PWS to contact Clackamas County Public Health Division (CCPHD) and ELD (if applicable). A communication pathway is established.</p> <p>Daily Health Screenings will be performed by teachers who are the head of each cohort. Screening questions can be found in the PWS Communicable Disease Plan Appendix G. The screening teacher will take temperatures each day using a no-touch thermometer. The health check will be recorded on the daily attendance/tracing log.</p>

- Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.
- Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.
- Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.
- Protocol to respond to potential outbreaks (see section 3 of the *Ready Schools, Safe Learners* guidance).

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p>Medically Fragile, Complex and Nursing-Dependent Student Requirements</p> <p><input type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services:</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 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. 	<p>Students have the opportunity to self-identify as members of a high-risk population. It is the policy of PWS to work cooperatively with families to serve all of our students to the best of our ability.</p> <p>To the greatest extent possible, students who are unable to participate in on-site learning will be provided with opportunities to attend class and interact with peers by utilizing Zoom and PWSConnect.</p> <p>SECTION SPECIFIC:</p> <p>EC Section: Because it is difficult to maintain social distancing and face covering for preschool and kindergarten children we advise families with medically fragile children be kept at home with their families when possible.</p> <p>We strongly believe that these children would be better served by a nanny or other in-home caregiver and that the cost of such services would be comparable to the cost of attending our school. While we hope to provide the best possible care and the highest standard of safety for our students we are aware that even outside of a pandemic young children often become sick. We will adhere to the strictest safety measures but we acknowledge that a large school setting is not the best place for children in fragile health or with family members who are at risk.</p> <p>Grades Section: Students who self-identify as a high-risk population will be able to participate in at home lessons through recorded videos or written lesson plans. PWS is offering a Modified Remote Option for families in Grades 1-8.</p> <p>HS Section: Students who self-identify as a high-risk population will be able to observe all campus based lessons from home using a laptop computer to watch live-stream or recorded videos of the classroom. There will be a laptop in each classroom with a video camera and microphone so that students can see the teacher and the chalkboard.</p> <p>Students at home might not be able to hear what their peers in the classroom are saying during discussions, and there will not be video footage available when the teacher takes the class outside for learning activities, but students at home will not have discussions or outside activities counted in their course grade.</p>

- Refer to updated state and national guidance and resources such as:
 - U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.
 - ODE guidance updates for Special Education. Example from March 11, 2020.
 - OAR 581-015-2000 Special Education, requires districts to provide ‘school health services and school nurse services’ as part of the ‘related services’ in order ‘to assist a child with a disability to benefit from special education.’
 - OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings. <input type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible. <input type="checkbox"/> Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. <input type="checkbox"/> Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering). <input type="checkbox"/> Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline. <input type="checkbox"/> Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. 	<p>When metrics allow PWS will operate in the hybrid model. Not all classes will be on campus at the same time. See Learning Model Plan.</p> <p>The on-site schedule will maximize use of outdoor spaces, larger spaces and minimize same time use of shared areas and passing areas.</p> <p>In EC and Grades, drop off and pick up will occur outdoors in separate spaces designated for each class cohort with entry into the building staggered to limit intermingling.</p> <p>In HS, each classroom has an exterior door that will be used for all entry and exit except restroom use.</p> <p>General: Only essential personnel will be allowed in the buildings. Parents will be asked to call the office from outside the building or to make an appointment ahead of time if they need to drop-off or pick-up materials or their student during the school day.</p> <p>When possible and appropriate, lessons and free play will be done outside to encourage more distancing between students. Teachers will use outside areas especially for movement, singing, speech and, in the HS, for eating. Each cohort will be assigned a designated area outside where they gather physically distanced.</p> <p>In classrooms: Unnecessary decor and furnishings will be removed from classrooms to create more space and reduce surfaces that could be contaminated.</p> <p>Classroom capacity will be capped to allow for a minimum of 35sq ft per person.</p> <p>Students will be assigned seating striving to maintain 6 feet distancing from each person in the room.</p> <p>Students and staff will be required to sit at least six feet apart during class and while on breaks to the best of their ability.</p> <p>When moving through the facilities, students and teachers are expected to strive to maintain at least six feet distance from other people as required in guidelines. (For EC Guidelines see ELD Health and Safety Guidelines for Child Care and Early Educators Operating During COVID-19.)</p>

	<p>Students will remain in the same classroom or outdoor area all day, including lunch, unless they need to move to a specialized learning space (i.e. science lab, art room, gym, outdoors).</p> <p>Shared spaces will have surfaces sanitized between different cohort uses.</p> <p>Windows in classrooms will remain open whenever possible to promote airflow.</p> <p>Students will have their own supplies.</p> <p>In hallways: Bathroom breaks and hallway times will be scheduled to diminish sharing of those spaces.</p> <p>EC and Grades students will be assigned their own lockers (none shared) if lockers are used at all. In HS, students will not use lockers. They will keep their belongings with them in the classroom.</p> <p>Markers may be placed in the hallway to help students who may congregate keep distance while waiting to enter a space (like classrooms or restrooms).</p>
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1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. <input type="checkbox"/> Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. <input type="checkbox"/> Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. <input type="checkbox"/> Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. <input type="checkbox"/> Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers. <input type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. 	<p>Each cohort will have a dedicated outdoor play area and indoor classroom.</p> <p>Class time, meals and recess will occur within cohorts.</p> <p>Restroom schedules may be established to minimize cohort mixing during break times. Cohorts may be assigned specific restrooms. Adults including staff not part of a cohort will use specified restrooms not intended for students and will sanitize touched areas after each use.</p> <p>Cohort logs including any contact outside the cohort will be maintained by teachers and submitted to administration to be recorded digitally for attendance and kept for 4 weeks for contact tracing.</p> <p>Students in each cohort will be given their own set of supplies (books, pencils, crayons, paint brushes, etc.) to eliminate sharing of supplies. Students will bring their own snack and lunch to school and pack out any garbage each day.</p> <p>Teachers that “float” between different cohorts will wash/sanitize their hands between teaching different cohorts.</p> <p>Outdoor wipeable surfaces and indoor desks and other surfaces will be cleaned in between class times as needed and at the end of the day by teachers.</p> <p>SECTION SPECIFIC EC Section: The EC Section will operate under Emergency Child Care guidelines from the ELD which may be different from guidelines listed here.</p> <p>EC have stable cohorts as dictated by ELD and Emergency Child Care guidelines). Each cohort will have one lead teacher and may be assisted by a floating assistant teacher who will wash/sanitize hands between cohort visits.</p>

Grades Section:
Grades 1-3 will also operate under Emergency Child Care guidelines from the ELD which may be different from guidelines listed here.
 Each grade will be its own stable cohort limited in number by the 35 square foot per person per room limitation.

HS Section:
 Stable cohorts will stay in their own rooms indoors and in separate areas outdoors.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. <input type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. <ul style="list-style-type: none"> • The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). <input type="checkbox"/> Develop protocols for communicating immediately with staff, families, and the 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. <input type="checkbox"/> Provide all information in languages and formats accessible to the school community.	<p>PWS is committed to open and transparent communication with all school stakeholders.</p> <p>The Leadership Team in coordination with the Pandemic Task Force will develop communication to staff, students and families on the infection control measures being implemented to prevent spread of disease (see PWS Communicable Disease Plan).</p> <p>The Leadership Team in coordination with the Pandemic Task Force will develop protocols for communicating with anyone who has come into close/sustained contact with a confirmed case or when a new case has been confirmed and how the school is responding.</p> <p>The Leadership Team in coordination with the Pandemic Task Force will update the PWS Communicable Disease Plan with communication protocols as necessary.</p> <p>This document and other relevant documents, information and communication to the community will be provided and archived on the PWS website.</p> <p><i>Clackamas County Public Health Division (CCPHD): 503-742-5300 CCPHD Disease Reporting: 503-655-8411</i></p>

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> • Primary symptoms of concern: cough, fever (<i>temperature</i> greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. • Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. • In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. • Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> ○ Trouble breathing ○ Persistent pain or pressure in the chest ○ New confusion or inability to awaken ○ Bluish lips or face (lighter skin); greyish lips or face (darker skin) ○ Other severe symptoms 	<p>Communication to families will be sent prior to the first day of school explaining health screening and check-in protocols. Students and staff who don't "pass" health screening should not attend school or enter PWS buildings.</p> <p>Upon arrival, staff will wash/sanitize hands, pick up attendance sheets, masks, thermometers and any other needed materials then go to pre-assigned outdoor class/cohort check-in area.</p> <p>In addition to at home screening, student check-in will include on-site health verification performed by teachers.</p> <p>Check-in will occur within a designated time frame. Late arrivals will not be allowed to attend for that day.</p> <p>All parents, staff and students will wear face coverings when checking in.</p> <p>Students will wash/sanitize hands upon arrival. Hand sanitizer will be provided at entrances.</p> <p>Once checked in, cohort entry into the building will be staggered or cohorts may use separate entrances.</p> <p>If students/staff manifest symptoms during the day, the health check will</p>

- Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health.
 - 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.
- 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 table "Planning for COVID-19 Scenarios in Schools."](#)
- Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.
- 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.

repeat and, if found to be symptomatic, individual will be isolated following protocols and sent home as soon as possible.

Advice/exclusion guidelines from Clackamas County Public Health Division will be followed.

See PWS Communicable Disease Plan Appendix F for daily health screening

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Restrict non-essential visitors/volunteers. <ul style="list-style-type: none"> • Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. • Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. 	<p>Visitors/volunteers (including current parents) will be unable to visit/work in the school, or complete other volunteer activities that require in person interaction. Adults in the school are limited to essential personnel only. Student pick up and drop off will occur outdoors.</p> <p>All visitors (including current parents picking up ill children), vendors and service providers will be required to check in at the main office and provide tracing information that will be kept for four weeks. Regular attendance records will track student attendance.</p> <p>Visitors will be required to wash or sanitize hands upon entry and exit, wear face coverings at all times and maintain physical distancing.</p> <p>Signage will be placed at entry doors with instructions for visitors</p>
<input type="checkbox"/> Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See table "Planning for COVID-19 Scenarios in Schools."	
<input type="checkbox"/> Visitors/volunteers must wash or sanitize their hands upon entry and exit.	
<input type="checkbox"/> Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.	

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines for Face Coverings . Individuals may remove their face coverings while working alone in private offices.	<p>Staff and students will likely arrive with their own face coverings. PWS will provide face coverings as needed for students/staff. Individuals may also provide their own face coverings.</p> <p>Parents will wear face coverings when on campus (including outdoors).</p> <p>Staff and students five years old and older will wear face coverings in accordance with the most updated guidelines.</p> <p>Main Office and HS Office Staff will work behind plastic barriers and, additionally, wear face masks or shields if closely interacting with children brought into the space. Other office personnel will either work in an individual office or be separated from office mates by a dividing barrier. Offices will be ventilated with open windows whenever possible. When alone in their own office, staff may remove their face covering per current guidelines.</p> <p>Meetings will be held virtually whenever possible.</p> <p>Some staff may be asked to work from home.</p>
<input type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings .	
<input type="checkbox"/> If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time: <ul style="list-style-type: none"> • 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 should not be left alone or unsupervised; ○ Designated area or chair should be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use; • 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 should also wear appropriate Personal Protective Equipment (PPE) for their role.
 - [Additional guidance](#) for nurses and health staff.

Protections under the ADA or IDEA

- If any student requires an accommodation to meet the requirement for face coverings, districts and schools should limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:
 - 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 should not be left alone or unsupervised.
 - Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease;
 - Additional instructional supports to effectively wear a face covering;
- For students with existing medical conditions and a physician's orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny any in-person instruction.
- Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020.
 - If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school or district must:
 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments.
 2. Placement determinations cannot be made due solely to the inability to wear a face covering.
 3. Plans should include updates to accommodations and modifications to support students.
 - Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:
 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.
 2. The team must determine that the disability is not prohibiting the student from meeting the requirement.
 - If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,
 - If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the

Movable standing barriers may be used for special close seating needs.

student's plan prior to providing instruction through Comprehensive Distance Learning.

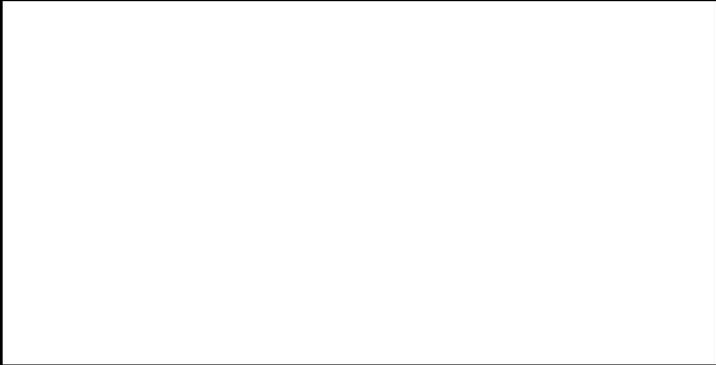
3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.

- For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.
- If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day. <input type="checkbox"/> Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. <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 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. <input type="checkbox"/> Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. <ul style="list-style-type: none"> ● School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. ● After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. ● If able to do so safely, a symptomatic individual should wear a face covering. ● To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. 	<p>See PWS Communicable Disease Plan (Isolation section).</p> <p>Students or staff who present with symptoms during the school day will be isolated either outdoors or in a designated isolation room following protocols in the PWS Communicable Disease Plan. Parents of students will be informed and will need to come to school immediately to pick up the student. Symptomatic employees will be sent home.</p> <p>Students and staff who present with symptoms during the school day will be logged to aid with Contact Tracing if indicated by the CCPHD.</p> <p>Students and employees who call in sick will be briefly interviewed by phone regarding symptoms, presentations, etc. This information will be entered in an Illness Surveillance Log and may be used for Contact Tracing if indicated.</p> <p>All students and staff must not return to school until they have met the appropriate disease specific return to school guidelines as described in the PWS Communicable Disease Management Plan and ODE/OHA Communicable Disease Guidance.</p>

- Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.
- Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in "[Planning for COVID-19 Scenarios in Schools.](#)"
- Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).
- Record and monitor the students and staff being isolated or sent home for the LPHA review.



2. Facilities and School Operations

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

2a. ENROLLMENT

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

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

- When a student has a pre-excused absence or COVID-19 absence, the school district should reach out to offer support at least weekly until the student has resumed their education.
- When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). <input type="checkbox"/> Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools). <input type="checkbox"/> Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student’s attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present. <input type="checkbox"/> Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance. <input type="checkbox"/> Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver’s work schedule, and mental/physical health. 	<p>This section does not apply to private/independent schools.</p>

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements. 	<p>Administrative personnel will keep a log of school owned devices loaned to students and staff.</p> <p>Returned devices will be left in a designated area. Before redistribution, Administrative personnel will sanitize devices with appropriate cleaner.</p>

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Handwashing: All people on campus should be advised and encouraged to wash their hands frequently. <input type="checkbox"/> Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. <input type="checkbox"/> Events: Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. <input type="checkbox"/> Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. <input type="checkbox"/> Personal Property: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If 	<ul style="list-style-type: none"> ● Handwashing: Teachers will provide age appropriate hand washing education at the start of the on-site school year and periodically throughout. Student “training” will define appropriate times to wash hands (upon entering the classroom, after using play equipment, before and after eating, after using the bathroom, after touching one’s face, after sneezing/coughing). Hand sanitizer will be provided when hand washing is not available. ● Equipment: Whenever possible, sharing of equipment and supplies will be restricted. All classroom supplies will be cleaned and sanitized before use by another student or cohort group. Sanitizing products will be used according to label instructions for this purpose. ● Events: Assemblies, athletics and other events where groups of people from different cohorts would gather will be cancelled, held

personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.

virtually or follow allowances in the most current guidelines. Local walking field trips will be allowed with participants following school and county phase guidelines even when off campus. Other field trips within cohort groups may be allowed with parents transporting their own student/s and when adherence to local and state guidelines is possible. Parent meetings will be held virtually.

- **Transitions/Hallways:** Schedule will be written to diminish the use of hallways by different cohorts at the same time. The schedule is flexible enough and classes are small enough that teachers can physically look out of a door and wait for another cohort to clear the hallway before taking another cohort into that shared space.
- **Personal Property:** Each classroom will have a limit on the number of personal items brought in to school. A full list will be sent home prior to class starting with allowable items (e.g., refillable water bottles, school supplies, approved cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and not shared with other students. Students will have their own storage spaces (lockers in some grades) and school supplies.
- **Signage:** Signage will be posted for restroom usage, isolation room labels and protocols, visitor entry info, health check guidelines, general re: face coverings, physical distancing, handwashing.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. <input type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times. <input type="checkbox"/> Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. <ul style="list-style-type: none"> ● Eliminate shared pen and paper sign-in/sign-out sheets. ● Ensure hand sanitizer is available if signing children in or out on an electronic device. <input type="checkbox"/> Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.	<p>Refer to Entry and Screening in Section 1f. above.</p> <p>Facilities staff will assist with physical distancing requirements by posting signage regarding policies for students, staff and visitors.</p> <p>Facilities staff will install hand sanitizer dispensers in entry areas and ensure that cleaning, sanitizing and disinfecting supplies are available and protocols are followed as described in the Cleaning, Sanitizing and Disinfecting at PWS document.</p> <p>The Leadership Team in coordination with section leads will create communication regarding drop-off and pick-up policies and the need to keep them brief and outdoors.</p>

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Seating: Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. <input type="checkbox"/> Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. <input type="checkbox"/> Handwashing: Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and	<ul style="list-style-type: none"> ● Seating: Students will have assigned seating and desks and tables will be arranged striving to create six feet distance between people. ● Materials: Each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.). If needed to share, these items will be cleaned frequently. Hand sanitizer and tissues will be available for use by students and staff.

respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately.

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

- **Handwashing:** Age appropriate visual signage will be posted and verbal instruction and regular reminders will be given by teachers describing effective handwashing.

- **Classroom Procedures:** All classes will use an assigned cubby or storage spaces for individual student belongings.

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

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). <input type="checkbox"/> After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. <input type="checkbox"/> Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. <input type="checkbox"/> Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with CDC guidance. <input type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements. <input type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). <input type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts. <input type="checkbox"/> Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. <input type="checkbox"/> Limit staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults. 	<p>PWS has a community overlay plan with the City of Milwaukie that allows public use of the property when school is not in session. During COVID-19 PWS is adding signage asking the public not to visit the property. During the school day, school personnel will ask all visitors to leave the campus.</p> <p>PWS is in the process of funding and planning for the installation of additional perimeter fencing and signage aimed at keeping visitors off campus during school hours.</p> <p>Portable equipment (like balls) will be limited and sanitized between cohorts and at the end of each day.</p> <p>Teachers will provide age appropriate hand washing education at the start of the on-site school year and periodically throughout. Student training will define appropriate times to wash hands (upon entering the classroom, before and after using play equipment, before and after eating, after using the bathroom, after touching one's face, after sneezing/coughing). Hand sanitizer will be provided when hand washing is not available.</p> <p>Play areas will be designated for use by specific class/cohorts. See the Designated Play/Gathering Areas map.</p> <p>Personnel will work behind plastic barriers, work in an individual office or be separated from office mates by a dividing barrier. Teaching staff will only use shared faculty spaces if unoccupied by others, if barriers are in place or if distance is able to be maintained.</p> <p>Offices will be ventilated with open windows whenever possible.</p>

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Include meal services/nutrition staff in planning for school reentry. <input type="checkbox"/> Prohibit self-service buffet-style meals. <input type="checkbox"/> Prohibit sharing of food and drinks among students and/or staff. <input type="checkbox"/> At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. <input type="checkbox"/> Staff serving meals and students interacting with staff at mealtimes must wear face shields or face covering (see section 1h of the Ready Schools, Safe Learners guidance). <input type="checkbox"/> Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after. 	<p>EC will provide snacks as required by ELD guidelines. All food preparers will be masked and snacks will not be served family style or shared between children. EC students will bring their own lunches, water bottles and utensils. Waste will be packed back into the lunch container to return home.</p> <p>Staff will follow Cleaning, Sanitizing and Disinfecting at PWS guidelines.</p> <p>All grades and high school students bring their own snacks, lunches, water bottles and utensils. Each student will pack out all of their own waste.</p> <p>All meals will be eaten in the classroom or outside as per the regular practice of PWS.</p>

- 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, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.

All students must wash hands before and after eating.

All eating surfaces will be sanitized at the end of the day.

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service. <input type="checkbox"/> Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should be done at the time of arrival and departure. <ul style="list-style-type: none"> ● If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. <ul style="list-style-type: none"> ○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should 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 wear face shields or face coverings when not actively driving and operating the bus. <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 or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the <i>Ready Schools, Safe Learners</i> guidance to transportation settings. 	<p>PWS does not own busses.</p> <p>If field trips are allowed per guidance, parents will be asked to transport their own student/s to and from the destination or the school will use licensed vendors who will ensure compliance to provide bussing.</p>

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. <input type="checkbox"/> Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance. 	<p>See Cleaning, Sanitizing and Disinfecting at PWS (attached).</p> <p>High touch indoor areas will be cleaned at least twice each school day. Classroom surfaces such as student desks and countertops will be cleaned at the end of each day or between cohorts if use is shared.</p>

<ul style="list-style-type: none"> <input type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. <input type="checkbox"/> To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. <input type="checkbox"/> Schools with HVAC systems should evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems should, to the extent possible, increase natural ventilation by opening windows and doors before students arrive and after students leave, and while students are present. <input 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 should not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate. <input type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. <input type="checkbox"/> Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces). <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>PWS strives to use the least hazardous and most effective products available will protect the health of the children in our care, our staff and the community.</p> <p>All cleaning and disinfecting products will be used according to manufacturer label instructions.</p> <p>Whenever possible, classroom windows will be left open to provide maximum ventilation.</p> <p>The school has radiant heat and no HVAC systems in classrooms.</p>
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2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> OAR 581-022-2220 Health Services, requires districts to “maintain a prevention-oriented health services program for all students” including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. <input type="checkbox"/> Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC). 	<p>While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs.</p> <p>PWS does not have a registered nurse on staff but will consult with CCPHD as needed.</p> <p>See PWS Communicable Disease Plan Isolation section. PWS will provide space to staff or students who present symptoms during the school day.</p> <p>Age appropriate instruction and reminders will be provided by teachers regarding hand hygiene, respiratory etiquette, distancing and use of face coverings.</p>

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <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 	<p>n/a</p>

<ul style="list-style-type: none"> ● Communication and designation of where the “household” or “family unit” applies to your residents and staff <p><input type="checkbox"/> Review and take into consideration CDC guidance for shared or congregate housing:</p> <ul style="list-style-type: none"> ● Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible ● Ensure at least 64 square feet of room space per resident ● Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary; ● Configure common spaces to maximize physical distancing; ● Provide enhanced cleaning; ● Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs. 	
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2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

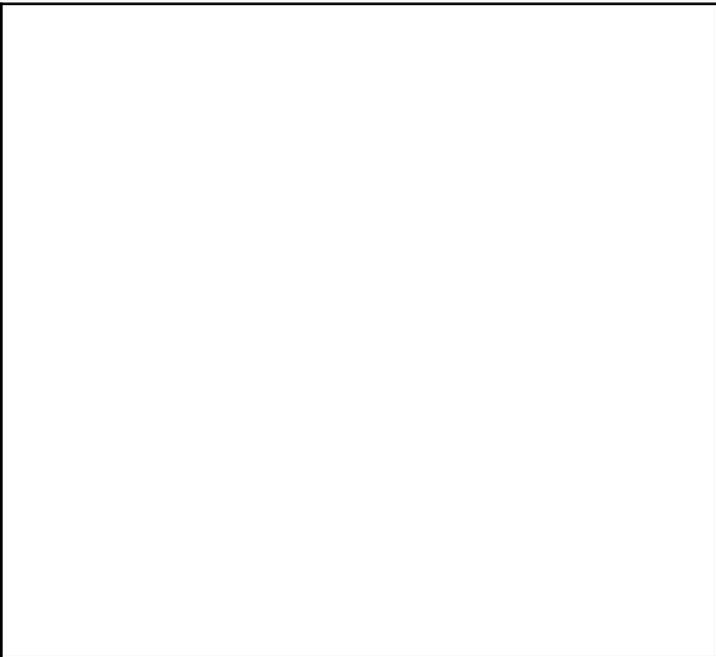
OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies.</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 type="checkbox"/> Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill should be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.</p> <p><input type="checkbox"/> When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.</p> <p><input type="checkbox"/> Drills should not be practiced unless they can be practiced correctly.</p> <p><input type="checkbox"/> Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.</p> <p><input type="checkbox"/> If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year).</p> <p><input type="checkbox"/> Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.</p>	<p>We will maintain our emergency drill schedule and incorporate drill instruction into distance learning when applicable.</p> <p>Staff will be trained on how to conduct the drills.</p> <p>In distance learning, lockout and lockdown drills will likely be tabletop.</p> <p>On-site drill participants will wash/sanitize hands at the end of the drill.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and</p>	<p>PWS has a student care program with supports in place for identified students.</p>

<p>skill-building/training related to the student’s demonstrated lagging skills.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. <input type="checkbox"/> Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year. <input type="checkbox"/> Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors. <input type="checkbox"/> Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. <input type="checkbox"/> Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues. <input type="checkbox"/> 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: 	<p>Students with lagging skills will receive continued instructions to assure understanding and compliance.</p> <p>Students with severe behavior issues will not be admitted until behaviors are under control.</p> <p>PWS will establish daily routines to build self-regulation skills at appropriate times and according to behavior needs.</p> <p>Teachers are trained to remain calm and use de-escalation techniques that do not require restraining.</p> <p>PWS will follow the empathy guidelines for students that may struggle to self-regulate during routine drills. Proper documentation will be logged and students and staff will maintain social distancing.</p> <p>PWS will follow safe protocols with students that require isolation from peers. Logs will be kept and proper sanitation will be followed.</p> <p>Students with aggressive behaviors will be handled with calm, using de-escalation techniques.</p> <p>Student dignity will be honored and the least restrictive measures will be taken.</p> <p>Hands will be sanitized if there is any contact between students and staff.</p> <p>Appropriate logging will be maintained.</p>
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- Maintain student dignity throughout and following the incident.
 - Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention.
 - Use the least restrictive interventions possible to maintain physical safety for the student and staff
 - Wash hands after a close interaction.
 - Note the interaction on the appropriate contact log.
- *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
- Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.
- Protective Physical Intervention**
- Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the *Ready Schools, Safe Learners* guidance: Cleaning, Disinfection, and Ventilation).



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Review the “ Planning for COVID-19 Scenarios in Schools ” toolkit. <input type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	<p>PWS will act in accordance with metrics for re-opening. PWS will coordinate with Clackamas County Public Health Division if a case is reported within our community (student/staff/family).</p> <p>PWS will work with CCPHD to establish timely communication with staff and families.</p>

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Review and utilize the “ Planning for COVID-19 Scenarios in Schools ” toolkit. <input type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning. <input type="checkbox"/> Continue to provide meals for students.	<p>See PWS Communicable Disease Plan</p> <p>PWS will follow on-site instruction metrics for re-opening as guided by ODE/OHA and CCPHD.</p> <p>Notifying the School Community in the Event of a Positive Case: Parent contacts the school with a positive case for their child or close contact: -CCHD is notified for school specific directive (separate from parent/health provider notifying the county) -Class parents are notified in writing of a positive case. -Students in cohort are sent home for quarantine for 14 days (same day if notified and class is in session) isolation room would not be used. Class would remain outdoors for parent pick up. -Will notify school community of a positive case on-site -Systemic Disinfection would occur in the classroom (may be directed by OHA/CCPHD) -PWS will arrange for any tracing documents/exposures to be</p>

communicated to CCHD

- County contacts the school with a positive case for a student/close contact: (same as above)
- Class parents are notified
- School community is notified
- Quarantine of cohort for 14 days
- Systemic Disinfection on site (may be directed by OHA/CCPHD)
- Will supply CCPHD with tracing documents

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"><input type="checkbox"/> Review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit.<input type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds.<input type="checkbox"/> When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.	<p>See Learning Model Plan. Once case numbers allow in-person instruction to resume, all grades will move into a Hybrid model for the remainder of the 2020-21 school year. Teachers will have two weeks to prepare for the shift following the three weeks of required case metrics in school guidelines.</p> <p>Staff will clean, sanitize and disinfect surfaces, classrooms, restrooms, and other spaces in accordance with applicable guidelines and timelines. See Cleaning, Sanitizing and Disinfecting at PWS.</p> <p>The Leadership Team will notify the community of timelines to move from Distance Learning & Emergency Child Care to the Hybrid Learning model and back again if necessary.</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>