



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 1/11/2021

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.

1. Please fill out information:

| SCHOOL/DISTRICT/PROGRAM INFORMATION | |
|--|--|
| Name of School, District or Program | Cathedral School |
| Key Contact Person for this Plan | Amy Biggs, Principal |
| Phone Number of this Person | 503.275.9370 |
| Email Address of this Person | abiggs@cathedral-or.org |
| Sectors and position titles of those who informed the plan | Amy Biggs, Principal Katy Muth, Assistant Principal Holly Ficklin, Instructional Coach and Teacher Susan Hatley, Administrative Assistant |
| Local public health office(s) or officer(s) | Tiffany Colburn, Multnomah County Health Department |
| Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements | Amy Biggs, Principal Katy Muth, Assistant Principal Valarie Marrs, Receptionist |
| Intended Effective Dates for this Plan | 1/11/21 – 6/18/21 |
| ESD Region | Multnomah |

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.

- Posted Return to School Plan on school website
- Shared ODE resources with families and teachers
- Posted CDC Guidelines and other signage throughout school building
- Collaboratively developed Return to School Plan with school instructional team
- Consistently communicated details and updates on our comprehensive distance learning plan with families via email
- We consulted with community experts (MDs) in determining specific health practices to include in this plan.

3. Indicate which instructional model will be used.

Select One:

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

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

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

Due to the metrics in Multnomah County, the Comprehensive Distance Learning model will provide safe and consistent instruction, until we are able to return to in-person instruction.

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.

Academic

- Subjects taught and minutes of instruction will align with ODE guidelines
- All instructional time will be synchronous
- Grades will be given for all core content areas
- Consistent feedback will be provided on student work through progress reports, report cards, and PowerSchool
- Late and missing work will be communicated to students and parents frequently

Operational

- Student attendance will be taken daily
- All synchronous instruction will occur utilizing Zoom conferencing, Swivl cameras, and Google Classroom or Seesaw

Student and Family Support

- Before and after school daycare will be provided for families who need supervision and support for their children before and after school.
- The principal will email families bimonthly newsletters to inform families about student activities and school events

Digital Learning Needs

- At home students will all use their own device.
- All classes will use Google Classroom or Seesaw to assign and store student work
- Teacher will use Zoom (pro accounts) for synchronous instruction in core academic areas for distance learners that have not yet returned to school.
- Digital content will include: Google Suite assignments, IXL, Savaas Realize curriculum resources, MyOn, Freckle, Nearpod, Flipgrid, and other digital tools
- Teachers will receive professional development as needed.

We will provide a comprehensive distance learning option for students and families that choose to remain off site until Multnomah County meets the general metrics. (ODE guidance pg. 12 & 15)

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

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



0. Community Health Metrics

METRICS FOR ON-SITE OR HYBRID INSTRUCTION

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

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

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



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| <ul style="list-style-type: none"> <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 | <ul style="list-style-type: none"> • Cathedral School follows the published Communicable Disease Guidelines from the Oregon Department of Education and the Oregon Health Authority • The number of students will be limited to 35 square feet per student. Library and Spanish specialist classes will take place in the classroom. Music will take place in the gym and art in the cafeteria. PE will not be offered at this time. • Hallways will contain distancing signage along with one directional flow pattern. • Thermometers, enough for each homeroom classroom and office. • Students and staff will be screened daily by thermometer upon entry to the building. Staff will be trained on monitoring for additional symptoms. Anyone who presents symptoms will not be admitted to the building. Students or staff who discover symptoms throughout the day will be isolated in an area, while monitored, until they are picked up. • Utilize hand sanitizer each time students are in/out of classrooms and/or bathrooms • Teacher implements hand sanitizer breaks throughout the day and pumps a "shot" into each student's hand • Wash breaks before/after lunch (can coordinate with bathroom breaks) • Handwashing signs have been purchased and will be placed by each sink • Bathrooms cleaned every hour and cleaning records will be kept in the office. • In addition to daily cleaning of the building by contracted janitorial service, electrostatic handheld sprayers and backpack sprayers will be used to disinfect all areas daily. All activity areas will be disinfected in between cohorts. • Staff will be trained in procedures and protocols by school administration, along with cleaning procedures and symptoms of COVID to be aware of by local, medical professionals prior to in-person learning. Training will follow social distancing guidelines. • Cathedral School will follow protocol for notifying the Local Health Department of confirmed COVID-19 cases among students and staff. We will follow any quarantine and closure requirements given by the LPHA. • The Student Medical Binder and Staff Medical Binder will be kept for contact tracing purposes, and a plan for timely cooperation with LPHA is in place. • Cathedral School will work with our LPHA to determine possible classroom or school closures, and will support students through continuing school with Comprehensive Distance Learning when necessary. • In an outbreak situation, we will comply with the LPHA to limit or close the physical school building or utilize digital learning for specific cohorts for a specified time. |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|--|
| <input type="checkbox"/> Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> Protocol to respond to potential outbreaks (see section 3 of the <i>Ready Schools, Safe Learners</i> guidance). | <ul style="list-style-type: none"> • Cathedral School does not have a school nurse but has access to medical experts in our school community. The principal and other leadership team members are responsible for establishing, implementing, and enforcing physical distancing requirements. • Students who are unable to attend school in-person will be able to access core instruction at home, via Zoom. (Language Arts, Math and Religion) |

1b. HIGH-RISK POPULATIONS

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|--------------------|
| <input type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. Medically Fragile, Complex and Nursing-Dependent Student Requirements <input type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services: <ol style="list-style-type: none"> 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. <input type="checkbox"/> 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: <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. | Not applicable |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|--------------------|
| <ul style="list-style-type: none"> • 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: <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"> <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. | <ul style="list-style-type: none"> • 35 square feet per student will be utilized in classroom spaces. • Student desks and tables will be placed between individuals to the maximum extent possible. • Employees and students will practice staying the recommended distance from others and eliminating contact with others whenever possible. Social distancing to the maximum extent possible will be utilized in classrooms, hallways, and during transition periods and monitored by staff. • Staff and students will follow the established traffic flow pattern (tape and signage with arrows will be on the floor and training will be provided for all staff). • Parents wishing to check a child in/out during the school day will call the office and request their child and then wait outside for the child. During this time only, the office staff will record the child arriving or leaving in place of the parent signing the child in or out. • Students will eat lunch in the classroom until deemed safe to return to the cafeteria. All food will be brought from home. Cathedral School will only have milk available daily. • At dismissal, students will be dismissed to carline in two phases. PK-2nd will dismiss 25 minutes before 3rd – 8th in order to have additional space to wait outside. • Before care will be held in the individual classrooms from 7:30 to 8:00 and will be supervised by the instructional assistant and then the classroom teacher. After school the following cohorts will be formed for aftercare: PK & K in PreK classroom, 1st & 2nd in cafeteria, 3rd through 5th grade in the gym or courtyard and 6th – 8th grade in the library. • The regular extended care program will not be available until deemed safe. • Student entry and exit to the school building will be staggered as well as use of additional doors to enter. |

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 contact tracing among the cohort (see section 1a of the Ready Schools, Safe Learners 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. | <ul style="list-style-type: none"> • Students will be grouped into cohorts of same grade/class and students will remain with their classmates at all times during the school day with the exception of lunch recess. • During lunch recess, multiple cohorts will combine and will not exceed a total of 90. (100 is the limit) • The contact tracing logs will be managed by cohort and an additional “visitor” log in the main office. • Students will remain in their homeroom classroom for the full day, including lunch, with the exception of music in the gym and art in the cafeteria. • Students will use restrooms at designated times. Restrooms will be limited to specific grades/classes to minimize cross-exposure. • Restrooms will be cleaned with the electrostatic cleaning sprayer every hour and cleaning will be logged and kept in the office. • Teachers will assist in cleaning surfaces in the classroom throughout the day (desks, chairs, etc.) and will clean any shared items between use (if any). Disinfecting spray and wipes will be stored in each classroom and floor level janitor’s closet. • Staff that work with multiple stable cohorts must wash/sanitize their hands between each interaction. |

1e. PUBLIC HEALTH COMMUNICATION

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. <input type="checkbox"/> 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. | <ul style="list-style-type: none"> • Campus and school level protocols have already been explained and will be reviewed again during in person training January 8, 2021. • Updates will be provided throughout the school year as plans develop and change. • Immediate communication will be provided on a shared staff Google Drive along with email and staff meetings. • Close contact emails will be issued upon discovery of exposure, in conjunction with requirements from the LPHA. • Confirmed COVID-19 cases will be immediately shared with staff, families, and campus community via same-day emails, in conjunction with directions from the LPHA. |

1f. ENTRY AND SCREENING

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Direct students and staff to stay home if they, 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"> • Before daily entry, faculty, staff, and students will be required to take their temperature reading and complete a self-screening COVID-19 symptoms survey regarding: cough, shortness of breath or difficult breathing, chills, repeated shaking with chills, muscle pain, headache, sore throat, loss of taste or smell, diarrhea, feeling feverish or measure temperature of 100.4 degrees Fahrenheit or greater, known close contact with a person who is lab-confirmed to have COVID-19, traveled out of state or country • Students: At drop off/pick up classroom teacher or other faculty/staff designee will take temperature before students enter the building, take a visible symptom check, and ask questions and document the data in the Class Medical Binder that has been created for this purpose. All screening information will be kept confidential • An identified staff member will be outside the front door of the school every morning and will take the temperature of |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|--|
| <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><input type="checkbox"/> Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health.</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><input type="checkbox"/> Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See table "Planning for COVID-19 Scenarios in Schools."</p> <p><input type="checkbox"/> Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.</p> <p><input type="checkbox"/> Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</p> | <p>all staff before entering the building, do a visible symptom check and ask staff member the health and safety questions, data will be documented in the Staff Medical Binder that has been created for this purpose. (Binder is confidential and will be locked in the Admin. Assistant office) In the event a staff member has a fever or shows signs of virus, the principal will be contacted immediately and alternate plans for classroom coverage will occur.</p> <ul style="list-style-type: none"> • No bussing is used at our school. • We will follow all requirements from LPHA regarding restricting attendance for students or staff who are known to have been exposed. • Sanitizer will be required upon entry for all, and a sink with soap is available in most classrooms to encourage washing upon entry. Hand sanitizer dispensers have been installed at the entrance/exit of every classroom for use upon entry. |

1g. VISITORS/VOLUNTEERS

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|--|
| <p><input type="checkbox"/> 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><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."</p> <p><input type="checkbox"/> Visitors/volunteers must wash or sanitize their hands upon entry and exit.</p> <p><input type="checkbox"/> Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.</p> | <ul style="list-style-type: none"> • All delivery personnel will follow same screening process as staff. • Parents wishing to check a child in/out during the school day will call the office and request their child and then wait outside for the child. During this time only, the office staff will record the child arriving or leaving in place of the parent signing the child in or out • Non-essential deliveries, including food/forgotten lunches, personal items are restricted at this time • Any visitor must wear face coverings, sanitize upon arrive/departure, and will be screened for symptoms and have his/her temperature taken. |

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

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|---|
| <p><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> <p><input type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings.</p> <p><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:</p> <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; | <ul style="list-style-type: none"> • PPE will be provided for all faculty and staff (2 to 4 face shields and 2 masks). Faculty and staff must wear face masks at all times when in common areas or classrooms. • Disposable masks and gloves will be available in each classroom as well as the school office. • Face masks will be worn by PK-8 students at all times except when eating • Germ guard desk shields will be provided Kindergarten – 8th grade • No current staff or students need accommodations. If a situation arises, staff members who are unable to wear face coverings will work with the Archdiocesan HR department to limit proximity and exposure when applicable. Students unable to wear face coverings will be provided access to instruction through live stream Zoom. |

OHA/ODE Requirements**Hybrid/Onsite Plan**

- 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

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|--------------------|
| <p>the student's plan prior to providing instruction through Comprehensive Distance Learning.</p> <p>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> <p><input 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 type="checkbox"/> 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.</p> | |

1i. ISOLATION AND QUARANTINE

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|---|
| <p><input type="checkbox"/> Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.</p> <p><input type="checkbox"/> Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day.</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 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. <p><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.</p> <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. | <ul style="list-style-type: none"> • Students and staff will be screened daily by thermometer upon entry to the building. Staff screening others will be trained on monitoring for additional symptoms and protocols. • Students who show symptoms upon arrival will be sent home immediately before their parents depart. If a student becomes ill at school, he/she may be instructed to go home or to the nearest health center. If COVID-19 symptoms are present, the student will be isolated in the principal's office until the parent, or their parent designee, arrives to pick them up. • If another classmate is considered to have been exposed to COVID-19 at school, he/she may be instructed to go home or to the nearest health center. • Students needing medication throughout the day will receive medications from the front office personnel or by a trained staff member in their cohort. • Students diagnosed with COVID-19 may return to school when the following criteria are met: At least 3 days (72 hours) have passed since recovery (no fever without the use of fever-reducing medications); and respiratory symptoms (cough, shortness of breath, etc.) have improved; and local county Department of Health releases the students to return to school safely. • If a student exhibits symptoms that could be COVID-19 related, presents a fever of over 100.4 or if anyone in their home or community living spaces has COVID-19, they should contact their medical professional and get tested. Administration is to work under the premise that the student has contracted COVID-19 and may not return to school until the criteria listed above has been met. If the test is positive or if the child is not tested, they must stay home for at least 10 days, and until 72 hours after resolution of their symptoms. • Staff who report symptoms will be required to stay home or go home immediately (if present at school). • We will maintain a log of sick staff and students, as well as the requirements for how long they must remain out of school. These protocols will be communicated with them or their parents. In order to return to school, they must affirm |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|--|
| <ul style="list-style-type: none"> To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. <input type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a health care facility. <input type="checkbox"/> Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in " Planning for COVID-19 Scenarios in Schools. " <input type="checkbox"/> 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). <input type="checkbox"/> Record and monitor the students and staff being isolated or sent home for the LPHA review. | <p>that they have completed the requirement prior to returning along with visual and temperature check. If a Covid-19 test is required or performed, the results must be negative in order to return.</p> <ul style="list-style-type: none"> Local medical professionals or pediatricians can be consulted if needed to assist in thorough management of protocols. |



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 |
|---|--|
| <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 | <p>Does not apply to Private Schools</p> |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|--------------------|
| <p>documentation from another school that a student has enrolled, drop that student from your roll.</p> <ul style="list-style-type: none"> <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 should 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. | |

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. | Does not apply to Private Schools |

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. | <ul style="list-style-type: none"> ● Students participating in distance learning will use personal devices for digital instruction ● PK-8th grade students at school will be assigned individual devices for their use in school. ● Staff and students will use hand sanitizer before taking their device from the cart and device will not be shared. |

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. | <ul style="list-style-type: none"> ● Handwashing: Students and staff are encouraged to wash hands often with soap and water for at least 30 seconds. Handwashing is available in most classrooms. Signage will be displayed throughout classrooms and offices to encourage handwashing. Sanitizer will also be available in all rooms and shared spaces as well as sanitizing stations at entry/exit of all rooms and the school building. ● Equipment: All shared equipment will be cleaned in between use |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|---|
| <ul style="list-style-type: none"> <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 personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner. | <p>and hand sanitizer must be used as well.</p> <ul style="list-style-type: none"> ● Events: Assemblies and field trips will be eliminated until deemed safe. Currently, school events such as Celebrate Cathedral, Parent Teacher Conferences, and Curriculum Night will be conducted virtually. ● Transitions/Hallways: Staff and students will follow the established traffic flow pattern (tape and signage with arrows will be on the floor and maps will be published and made available to all staff). Students will also socially distance in line. ● Personal Property: Students will be assigned a space in the classroom for personal property. All school supplies will be placed in a labeled box and will not be shared between students. |

2e. ARRIVAL AND DISMISSAL

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. <input type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times. <input type="checkbox"/> Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance). <input type="checkbox"/> Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. <ul style="list-style-type: none"> ● Eliminate shared pen and paper sign-in/sign-out sheets. ● Ensure hand sanitizer is available if signing children in or out on an electronic device. <input type="checkbox"/> Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible. | <p>Morning Drop-off Plan</p> <ul style="list-style-type: none"> ● Four entry points with screening areas will be used every morning. Students will be told to enter through their designated door. ● 4th through 8th grade students will arrive between 7:50 and 8:00 a.m. and will enter through their designated door. ● PK through 3rd grade will arrive between 8:00 and 8:10 and will enter through their designated doors. ● At drop off classroom teacher or other faculty/staff designee will take temperature before students enter the building, take a visible symptom check, and ask questions and document the data in the Class Medical Binder that has been created for this purpose. All screening information will be kept confidential. ● Sanitizer will be available at all entry doors and throughout the school. <p>After-School Pick-up Plan</p> <ul style="list-style-type: none"> ● PK-2nd grade students will be dismissed at 2:45. ● 3rd – 8th grade students will be dismissed at 3:10. (normal time) ● Families will drive through the playground and form a car line as normal and wait with windows rolled up. ● Students will be waiting in their designated area with their classroom teacher. Students will wait in line distanced to the maximum extent possible. ● Students will leave the building following the arrows for traffic flow and abide by social distancing protocols. |

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Seating: Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. <input type="checkbox"/> Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. <input type="checkbox"/> Handwashing: Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering | <ul style="list-style-type: none"> ● Seating: Students will have a see-through plastic barrier at their desk, K-8th grade; student desks and tables will be positioned to the maximum extent possible for social distancing. Students will have a designated space, solely for their use in the classroom. Students will not change desks. ● Materials: Students will provide their own school supplies and will not share with their classmates. School supplies will be stored in supplied clear plastic shoe box labeled with students' names. |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|--|
| <p>coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately.</p> <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. | <ul style="list-style-type: none"> Handwashing: Students and staff are encouraged to wash hands often with soap and water for at least 30 seconds; students and staff will use hand sanitizer upon entry/exit from building, classroom, bathroom, and any other areas they may be in. Students and staff are encouraged to avoid touching eyes, nose, and mouth. Students will be trained in proper handwashing. |

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. | <ul style="list-style-type: none"> Students will be grouped into recess cohorts. During lunch recess, multiple cohorts will combine and will not exceed a total of 90. (100 is the limit) The Electrostatic Sprayer will be used to disinfect play structures daily. Each class/cohort will have their own designated recess equipment which will be kept in baskets in the classroom. Students will bring their basket with equipment to and from the playground. Students will follow the specified traffic pattern and enter and exit through designated doors Cohorts are often on the playground alone during their additional 10-minute recess, however, in the event a second cohort has recess at the same time, cohorts will not be mixed outside of the following recess cohorts: PK-K, 1st-2nd, 3rd-5th grade. PK often has a total of 3 recesses in a day. PK will be alone on the playground or only mixed with K, which has been normal prior to the pandemic. Students are encouraged to wash hands often with soap and water for at least 30 seconds. Students will use hand sanitizer upon entry/exit from building, classroom, bathroom, and any other area they may be in. |

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. <input type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items). <input type="checkbox"/> Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. <input type="checkbox"/> Adequate cleaning and disinfection of tables between meal periods. <input type="checkbox"/> Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not | <ul style="list-style-type: none"> Monday and Friday Hot Lunch will not occur until deemed safe. Students staying in after care until 4:00 will bring their own snacks. Students will wash hands or sanitize before eating snacks and lunch. Students will have meals in their cohort classrooms, and desks will be cleaned after eating. |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|--------------------|
| in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces. | |

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. | <ul style="list-style-type: none"> • Cathedral School families are responsible for their own children’s transportation to and from school. We do have busses. • Parents will drop off, and students will be assessed at the entry point, visually and with a thermometer check. |

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. <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 | <ul style="list-style-type: none"> • In addition to daily cleaning of the building by contracted janitorial service, Electrostatic handheld sprayers and backpack sprayers will be used to disinfect all areas daily or several times daily, as necessary. • School staff will frequently clean surfaces inside the classroom and on the playground. School custodial staff will clean restrooms and high frequency touch points throughout the day. • Staff will follow all manufacturer instructions when using disinfecting products. • Ventilation systems will be in operation at all times. Windows and doors will be open when feasible, and fans will be utilized when appropriate to further assist with airflow and ventilation. |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|--|
| <p>asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds.</p> <ul style="list-style-type: none"> <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). | <ul style="list-style-type: none"> • Bluedri Airshield 550 HEPA air scrubbers have been purchased to run in each classroom without an HVAC filtration system, and our HVAC system runs with MERV 10 filters. • The ventilation systems in all classrooms were inspected by a licensed contractor and repaired when necessary to ensure the fresh air exchange rate meets or exceeds the design specifications for these systems. |

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). | <ul style="list-style-type: none"> • Students becoming ill at school will be sent to the office for evaluation. • If COVID-19 symptoms are present, the student will be isolated in the principal’s office until the parent, or the parent designee, arrives to pick them up. • Students who are unable to attend school in-person will be able to access core instruction at home, via Zoom. (Language Arts, Math and Religion) |

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 • 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: | <p>Cathedral School is not a boarding school nor residential program.</p> |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|--------------------|
| <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. | |

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. <ul style="list-style-type: none"> • At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, 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. <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. <input type="checkbox"/> When or if physical distancing must be compromised, drills must be completed in less than 15 minutes. <input type="checkbox"/> Drills should not be practiced unless they can be practiced correctly. <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. <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). <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. | <ul style="list-style-type: none"> • Once students are at school for face-to-face learning, fire drills and earthquake drills will occur as scheduled following appropriate procedures. Students and staff will socially distance during all drills, and students will remain in their cohorts. • We will follow our ALICE drill schedule for all emergency drills. • Following all drills, students and staff will wash or sanitize their hands and return to their respective cohort location in a physically distanced manner. • We will not follow a hybrid schedule with different cohorts of students at school on different days therefore not applicable. • All students and staff will be trained appropriately prior to any drill. |

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

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills. <input type="checkbox"/> Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. | <ul style="list-style-type: none"> • If an event occurs when a student exhibited self-regulatory challenges or physically aggressive behavior, our staff has been trained to handle the situation. If needed, the student will be escorted to the principal's office and remain in isolation there until student calms. |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|--|
| <ul style="list-style-type: none"> <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: <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. | <ul style="list-style-type: none"> • Physical intervention has never been required with a student at Cathedral School, and the principal would immediately be called to handle the situation away from the classroom of students. The principal or other administrator would utilize safe practices and PPE to act as necessary to support the student. |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|--------------------|
| <ul style="list-style-type: none"> ● 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. <input 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. <p>Protective Physical Intervention</p> <input type="checkbox"/> Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the <i>Ready Schools, Safe Learners</i> 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. | <ul style="list-style-type: none"> ● This Operational Blueprint has been prepared through consultation with our LPHA representative and with input from community health care professionals. Communication channels with these partners will remain intact. ● The school updated its parent/student and staff handbooks in August 2020 to reflect and outline our emergency response framework. ● The school will follow all guidance and directives of the LPHA. |

3b. RESPONSE

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|---|--|
| <input type="checkbox"/> Review and utilize the " Planning for COVID-19 Scenarios in Schools " toolkit. <input type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning. <input type="checkbox"/> Continue to provide meals for students. | <ul style="list-style-type: none"> ● The Planning for Covid-19 Scenarios in Schools will be utilized for any suspected or actual outbreak. ● Any known Covid-19 diagnoses on campus will be reported to the LPHA. We will follow any requirements to close cohort groups or the physical campus when necessary. ● Clusters of illness will be reported to the LPHA. ● The school will rely on the LPHA to initiate and direct our response team if an increase in cases is identified. ● Our Comprehensive Distance Learning Plan will be utilized for a transition to distance learning, short or long term. ● Meal service is not requirement in a private school. ● Upon closure, we will communicate with families an intended timeline and criteria to be met, as discussed with the LPHA. ● The school will keep staff and families informed about the criteria for returned to on-site instruction. |

3c. RECOVERY AND REENTRY

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|---|
| <input type="checkbox"/> Review and utilize the " Planning for COVID-19 Scenarios in Schools " toolkit. <input type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. | <ul style="list-style-type: none"> ● Families will be notified of plans to return to on-site learning, along with their options to continue with distance learning if they choose. |

| OHA/ODE Requirements | Hybrid/Onsite Plan |
|--|---|
| <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. | <ul style="list-style-type: none"> We will follow all requirements from the LPHA to reopen the school using the same or similar plans as the initial return to school plan. The entire school will be disinfected following CDC guidance. |



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> |
|-----------------------------|--|
| | |