



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 2/10/21

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	Harmony Academy
Key Contact Person for this Plan	Sharon Dursi Martin
Phone Number of this Person	503-496-3929
Email Address of this Person	office@harmony.k12.or.us
Sectors and position titles of those who informed the plan	Harmony Academy Board of Directors, LOSD Special Education Consultant, LOSD Nurse, Harmony Academy Executive Director
Local public health office(s) or officers(s)	Clackamas County Public Health, Dr. Sarah Present
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Denise Maher
Intended Effective Dates for this Plan	September 2020 through June 2021

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.

ESD Region	Clackamas ESD
------------	---------------

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.

With a commitment to serve the complex needs of students and families of a recovery high school, equity is our main focus. All Harmony Academy families have been surveyed regarding the challenges and successes related to Distance Learning for All and their comfort and preferences with both in-person and distance learning for the 2020-2021 school year. We have also gathered information about preferences/safety concerns from social workers, therapists, and recovery folks who work in the field of adolescent addiction. Information from spring distance learning will be used to identify students and families who may need targeted support and to anticipate the needs of entering students.

Harmony Staff is dedicated to improving outcomes for students who have been systematically underserved or marginalized. Students with disabilities and those who are far off-track for graduation will have access to 4 day a week in person instruction. Remaining students will have access to a hybrid model of in-person and distance learning. A recovery high school requires connection, accountability, and a heavy emphasis on SEL: full-time distance learning may be available to a student upon request in rare cases where serious health concerns prevent participation in the hybrid model. Success within a recovery high school requires that students experience high levels of connection, community, SEL, and accountability.

Harmony has a small and dynamic student body. Among our 25-35 students, demographics shift throughout the year with open enrollment. As we enter the 2020 school year a snapshot of student demographics shows:

- 30% FRL and/or OHP eligible
- 15% identify as students of color
- 20% experience special educational needs
- 14% require accommodations from a 504 plan
- 19.5% identify as LGBTQ

100% have a substance use disorder (a DSM-V disability)

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.

We will be entering into on-site 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.

As a recovery high school, the mental, social and emotional health of our students is at the core of all our planning efforts, and we will prioritize care, connection, safety and belonging in all of our decision making. Specifically, our students need predictable routines, frequent interaction with staff and peers, and a way to feel "present" and connected even when learning remotely. Similarly, parents, families and caregivers need connection and predictability through conferences, orientation, and frequent communication and check-ins from the school. Our comprehensive distance learning plan addresses all state requirements with an emphasis on connection and engagement.

Our plan is responsive to student, staff, and family needs and leverages learning from the spring. Moving into the fall, students and families will be provided with a virtual orientation to comprehensive distance learning so they can build familiarity with virtual tools and procedures. Predictable weekly communication, conferences, surveys and office hours with the staff will help families be at ease and develop skill in facilitating learning. Harmony administration will clearly communicate roles and responsibilities to recovery and instructional staff and invite parents to partner in the learning process with clear guidance on how best to support the process. Harmony is working hard to ensure that the preponderance of instructional and recovery-support time is synchronous and that students remain strongly connected, known and cared for. Part of strong student development is consistent and timely feedback, check-ins, peer interactions, and the development of strong classroom cultures that do not feel remote. Time is built into the Harmony schedule for staff learning communities and we will continually hone our practices so that students can continue to receive high quality educational and recovery supports possible during pandemic.

Harmony students will be guaranteed a full and well-rounded academic learning experience with recovery supports. Our schedule is built so that teachers have maximum time to catalyze learning, both synchronously and asynchronously and to learn from each other. Applied learning opportunities will be carefully chosen to inspire and engage students, connect them with each other, with career or life goals, and to increase family and community involvement. These experiences, comprising less than half of student learning time, will deepen learning and strengthen relationships with staff as they scaffold and individualize applied learning opportunities. Harmony's distance learning instructional time will meet Division 22 requirements. Students will have ample opportunities to make up missed work, try new approaches, show progress on, or attempt to complete work without penalty and without a focus on grades. We have developed a credit-earning assurance plan for Harmony students, including new students who are transferring in from treatment, juvenile justice, alternative and comprehensive high schools. For students with IEP's and 504's, we are working with the district to ensure that the majority of student services are provided synchronously and in full compliance with comprehensive distance learning requirements.

Harmony does not have a meal service plan, but we have been providing gift cards through our Walmart grant, as well as food boxes and will continue to do so.

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.

We will follow the current guidelines of *Ready Schools, Safe Learners* guidance for transition back into on-site instruction.

We will update our timeline and our plans to meet each new iteration of the *Ready Schools, Safe Learner's* guidance and communicate all significant changes to the school community and sponsoring district.

All timelines are subject to change given new guidance from the state. As a charter school, we appreciate the direction we've received from Kate Pattison and the support of our sponsoring district.

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 checked="" type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting. <input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. <input checked="" 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 checked="" type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. 	<p>Harmony Academy follows the LOSD Covid-19 specific Communicable Disease Management Plan found at this clickable link and the Covid-specific communicable disease management plan below: LOSD Communicable Disease plan</p> <p>https://www.losdschools.org/cms/lib/OR01813384/Centricity/Domain/1875/LOSD_COVID-19_Specific_Communicable_Disease_Management_Plan_01.18.2021.pdf</p> <p>https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/commmdisease.pdf?utm_medium=email&utm_source=govdelivery</p> <p>Harmony Academy has also adopted policies GBEB, JHCC and GBEB/JHCC-AR.</p> <p>Screening/Isolation: Visual screening of all students and staff is outlined in 1e. Potentially symptomatic students will be isolated following guidance outlined in 1h.</p> <p>Contact Tracing: Contact tracing logs will be kept for each student/cohort.</p> <p>Outbreak Plan: The Harmony Academy Outbreak Protocol is outlined in section 3a.</p>

- ☒ Process and procedures established to train all staff in sections 1 - 3 of the **Ready Schools, Safe Learners** guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.
- ☒ Protocol to notify the local public health authority ([LPHA Directory by County](#)) of any confirmed COVID-19 cases among students or staff.
- ☒ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.
- ☒ Process to report to the LPHA any cluster of any illness among staff or students.
- ☒ Protocol to cooperate with the LPHA recommendations.
- ☒ Provide all logs and information to the LPHA in a timely manner.
- ☒ Protocol for screening students and staff for symptoms (see section 1f of the **Ready Schools, Safe Learners** guidance).
- ☒ Protocol to isolate any ill or exposed persons from physical contact with others.
- ☒ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the **Ready Schools, Safe Learners** guidance).
- ☒ Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the [Oregon School Nurses Association COVID-19 Toolkit](#).
 - If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the **Ready Schools, Safe Learners** guidance), the daily log may be maintained for the cohort.
 - If a student(s) is not part of a stable cohort, then an individual student log must be maintained.
- ☒ Required components of individual daily student/cohort logs include:
 - Child's name

We will continue to model, teach, and reinforce physical distancing and hygiene practices at the classroom, and program level until they become an expected and accepted way of being at school.

Signage

Clear signage helps remind people visually of the healthiest ways to use the building and reinforces physical distancing, the use of face coverings, and effective health procedures.

Physical Distancing Signage

- The hallway is marked with a blue line down the center and directional "one way" arrows so that traffic moves in one clockwise direction.
- Signs and stickers are posted throughout the school reminding students to stay six feet apart.

Health Signage

- Hands-free sanitizing stations are clearly marked outside the classroom doors.
- Laminated signs from OHA show graphics about symptoms of Covid-19 and tell people to go home and call their health provider if they are symptomatic. A laminated OHA sign answers "when should I keep my student home?"
- Laminated CDC signs show graphics on how to prevent and slow the spread of germs.
- Laminated signs posted throughout the school show multi-step graphic instructions on how to wash your hands properly and offer reminders.
- Handmade teacher signs say things like "spread love not germs" and remind students to sanitize before entering and exiting the room.
- CDC signs on the front entrance to the building tell people to "stop" if they are feeling sick and provide graphics showing symptoms of Covid-19.

Face Covering Signage: Signs on the door instruct anyone entering to wear a face covering.

- Drop off/pick up time
 - Parent/guardian name and emergency contact information
 - All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student
- ☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.
 - ☒ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.
 - ☒ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.
 - ☒ Protocol to respond to potential outbreaks (see section 3 of the **Ready Schools, Safe Learners** guidance).

--	--

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ 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>☒ 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>☒ 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>	<p>All staff and students are given the opportunity to self-identify as vulnerable or living with a vulnerable family member.</p> <p>Staff</p> <p>*Plan includes classified and teachers self-identifying.</p> <ul style="list-style-type: none"> ● All redeployed staff will have the option of taking FMLA, work tasks without in-person contact, or leave options ● Redeployed classified staff members assigned to on-line instructional/recovery support ● Redeployed teachers assigned to online instruction <p>Students</p> <ul style="list-style-type: none"> ● All students identified as vulnerable, either by a physician or parent/guardian notification, may be enrolled in all online instruction with weekly check-ins following a team meeting. The team will meet to decide if online instruction through a recovery high school is the best option for meeting the student's academic, social-emotional, and recovery needs. ● Students who experience disability will continue to receive specially designed instruction. ● Students enrolling with language services will continue to receive English Language Development.

- Communicate with parents and health care providers to determine return to school status and current needs of the student.
- Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.
- Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.
- The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association.
- Service provision should consider health and safety as well as legal standards.
- Appropriate medical-grade personal protective equipment (PPE) should be made available to [nurses and other health providers](#).
- Work with an interdisciplinary team to meet requirements of ADA and FAPE.
- High-risk individuals may meet criteria for exclusion during a local health crisis.
- Refer to updated state and national guidance and resources such as:
 - U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.
 - ODE guidance updates for Special Education. Example from March 11, 2020.
 - OAR 581-015-2000 Special Education, requires districts to provide ‘school health services and school nurse services’ as part of the ‘related services’ in order ‘to assist a child with a disability to benefit from special education.’
 - OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.

Visitors/Volunteers

Visitors/Volunteers will be permitted only when essential to support Harmony Academy’s mission as a recovery high school. Adults in school are limited to essential personnel only.

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. This also applies for professional development and staff gatherings.	<p>Onsite Plan</p> <p>Our population is small, with around 30 students attending on site. Harmony has open enrollment and will not grow past 44 total students this year.</p> <p>Class sizes are small, with 9-15 students maximum per class. Students will attend onsite from 9:30-3:30 on M/T and Th/F. They will attend onsite from noon to 3:30 on Wednesdays. Students who need art elective will also attend from 10:30-11:30 on Wednesdays.</p> <p>Classrooms and Common Room Capacity</p> <p>Classes and electives will be structured to accommodate the square footage of classrooms and common rooms.</p> <p>Front Classroom: 1116 ft Maximum Number of People: 31 Maximum Class Size: 28</p> <p>Common Room: 792 ft Maximum Number of People: 22</p>
<input checked="" type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.	
<input checked="" type="checkbox"/> Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.	
<input checked="" type="checkbox"/> Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).	
<input checked="" type="checkbox"/> Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don’t employ punitive discipline.	
<input checked="" type="checkbox"/> Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.	

	<p>Maximum Class Size: 19</p> <p>Back Classroom: 714 ft Maximum Number of People: 20 Maximum Class Size: 17</p> <p>Hallways Hallways will be marked with one-way directions and markers to help maintain physical distance. (Walk on the right)</p> <p>Staff Meetings and Professional Development Staff gatherings will conform to the same square footage requirements as student cohorts.</p>
--	--

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff.</p> <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. <p><input checked="" type="checkbox"/> Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure.</p> <p><input checked="" 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).</p> <p><input checked="" type="checkbox"/> Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms.</p> <p><input checked="" type="checkbox"/> Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.</p> <p><input checked="" type="checkbox"/> Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers.</p> <p><input checked="" type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.</p>	<p>Onsite Plan Cohort sizes are small enough to accommodate 35 square feet per person. The overall school size is 30 currently and will not grow past a maximum of 44 this year.</p> <p>We employ a system of daily logs and have access to all gender restrooms.</p> <p>Cleaning protocols are the norm in classrooms and common spaces.</p> <p>If a Harmony student or staff member is diagnosed with COVID-19, then the LPHA will be consulted to review the situation, and all members of a stable cohort group will quarantine until the contact tracing process is completed.</p>

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.</p> <p><input checked="" type="checkbox"/> Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case.</p> <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). <p><input checked="" 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.</p> <p><input checked="" type="checkbox"/> Provide all information in languages and formats accessible to the school community.</p>	<p>Parents have been notified about the return to onsite instruction and the continued option of CDL for students who need to learn remotely.</p> <p>Our updated operational blueprint is posted on our website.</p> <p>Staff have received mandatory instruction before the start of school explaining infection control measures that are being implemented to prevent spread of disease. Prevention has been and will continue to be a standing agenda item for Wednesday staff meetings.</p> <p>Additional communication regarding protocols has been shared with families and staff prior to the start of on-site instruction.</p> <p>Updated communication will be shared with families as updated information becomes available through-out the school year.</p>

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Direct students and staff to stay home if they, 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:</p> <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><input checked="" type="checkbox"/> Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health.</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 checked="" type="checkbox"/> Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See table "Planning for COVID-19 Scenarios in Schools."</p> <p><input checked="" type="checkbox"/> Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.</p> <p><input checked="" type="checkbox"/> Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</p>	<p>Onsite Plan</p> <p>Arrival and Entry</p> <ul style="list-style-type: none"> ● Half the students (the blue cohort) will enter at the front door of the building and half (the orange cohort) at the back door, depending on their first class. Students will be directed to wind around the building away from the parking lot and towards the "picnic area" to maintain physical distancing. At both entrances, x's denote six-foot distances. We alternate staff responsibility by week: all staff received training. ● Students will go directly to their first content cohort (1st period class) ● Supervisions and screening starts 15 minutes before class time to minimize congestion <p>*Students will be directed to stay home if they, or anyone in their homes or community living spaces have COVID-19 symptoms or have been diagnosed with COVID-19.</p> <p>Screening Students Upon Entry</p> <ul style="list-style-type: none"> ● Staff will be assigned to each entry door to visually screen and log ● If screening indicates that a student may be symptomatic, the student will not be allowed entrance and parents and arrangements will be made for the student to return home. In case of emergency, Harmony will access immediate medical attention. *Follow established protocol from CDC (see section 1a). ● Hand sanitizers will be placed by the office and entrances to the building. Students will sanitize hands before class or will utilize classroom hand sanitizer if needed. <p>Logging for Contact Tracing</p> <ul style="list-style-type: none"> ● Staff at the front entrance(s) will maintain contact tracing logs with information about each student who entered <p>Screening Staff</p> <ul style="list-style-type: none"> ● Staff will be screened (or self-screen) upon entry to the building. ● Staff are required to report when they may have been exposed to Covid-19 ● Staff are required to report when they have symptoms related to Covid-19

1g. VISITORS/VOLUNTEERS

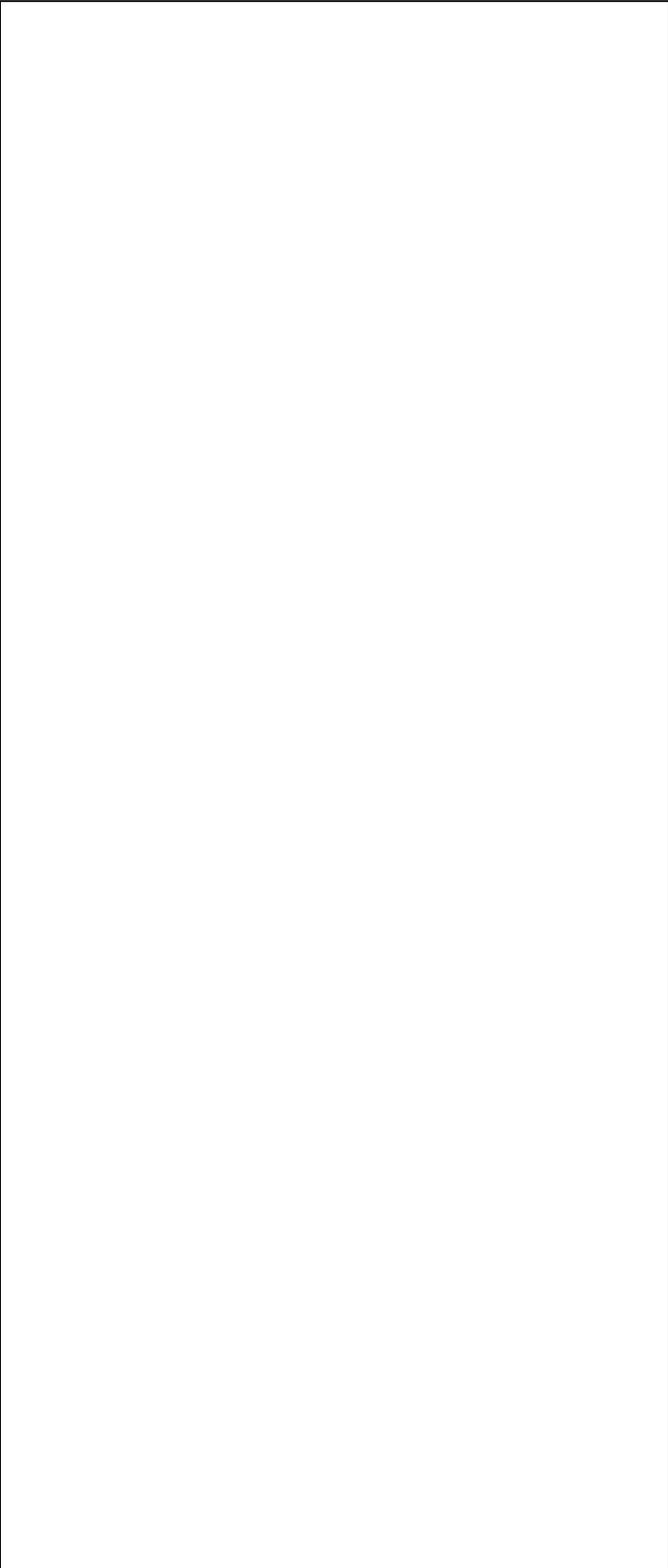
OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Restrict non-essential visitors/volunteers.</p> <ul style="list-style-type: none"> ● Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. 	<ul style="list-style-type: none"> ● Recovery peer support is essential to the program, and visitors from the recovery support community will be considered essential on a limited basis.

<ul style="list-style-type: none"> ● Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. ☒ 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." ☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit. ☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance. 	<ul style="list-style-type: none"> ● Essential visitors must wash or sanitize their hands upon entry. <p>Visitors will be visually screened for symptoms during sign-in and will not be allowed to enter if symptomatic.</p> <p>Upon entry, essential volunteers will be asked if they have been exposed to COVID-19 in the previous 14 days.</p> <p>Essential visitors to the school will be required to wear face coverings. Boxes of disposable protective masks are available at the front entrance to the school and in the office. Signage on the front door instructs those entering to wear a cloth face covering. Visitors are instructed to enter through the front door only.</p> <p><i>*Itinerant staff, partner providers and contracted services are not counted as visitors or volunteers. Common examples would be our district nurse, special education staff, DHS, music teacher, cleaning staff, a counseling intern, an SRO, and probation officers.</i></p>
--	---

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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. ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings. ☒ 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. <ul style="list-style-type: none"> ● Additional guidance for nurses and health staff. <p>Protections under the ADA or IDEA</p> <ul style="list-style-type: none"> ☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include: <ul style="list-style-type: none"> ● 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. 	<p>Face coverings or face shields will be required for all staff, contractors, service providers, visitors and volunteers. Face coverings are available at both entrances to the building and in the main office. Staff will provide masks to students lined up for entry if they don't have them.</p> <p>Face coverings or face shields will be used by all students in all grades.</p> <p>While we understand that face shields may not be as effective as face coverings, they allow our students to see facial expressions which is important for our population in interacting with adults and peers. The school nurse will wear proper PPE.</p> <p>If a student removes a face covering or demonstrates the need to remove the face covering for a short period of time, Harmony staff will:</p> <ul style="list-style-type: none"> ● Provide space away from peers while the face covering is removed ● <i>Provide students adequate support to re-engage in safely wearing a face covering;</i> <p>Harmony staff will not:</p> <ul style="list-style-type: none"> ● Discipline or discriminate against a student for an inability to safely wear a mask. <p>Harmony team, with support from LOSD special education staff, will review student IEP's and 504's to put accommodations in place for students who encounter difficulty with the requirement for face coverings, especially students with ED, autism, or OHI.</p> <p>For students not protected under ADA or IDEA who abstain from wearing a face covering or whose families determine that the student will not wear a face covering, Comprehensive Distance Learning may be the safest option.</p>

- 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 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

- ☒ 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.
- ☒ 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.
 - 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.
- ☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.
 - School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space.
 - After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol.
 - If able to do so safely, a symptomatic individual should wear a face covering.
 - To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.
- ☒ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.
- ☒ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in "[Planning for COVID-19 Scenarios in Schools.](#)"
- ☒ Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).
- ☒ Record and monitor the students and staff being isolated or sent home for the LPHA review.

Quarantine and Isolation

- A designated primary isolation area will be used for students and staff who are symptomatic.
- Symptomatic students will remain in the isolated area until they are able to go home.
- Staff will be assigned to supervise students who are symptomatic until they are able to go home. Supervising staff will maintain 6 feet of distance and wear facial coverings.
- Logs will be maintained for every student who enters the health room, regardless of whether they are treated or sent home. Logs will include:

- Name of student
- Reported symptoms/reason for health room visit
- Action taken

A student or staff in isolation will be monitored and cared for until a family member, regular driver, or emergency contact can pick them up. Students or staff who have their own transportation should leave the premises immediately upon becoming symptomatic. In case of serious symptoms, the school will call 911.

Exclusion

Please follow the link to the exclusion guide to learn about specific requirements related to exclusion from and return to school for students and staff who are symptomatic or have been exposed to COVID-19 in the preceding 14 days:

[Exclusion Guide](#)



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 checked="" type="checkbox"/> Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines. <input checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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. 	<p>Onsite Plan</p> <ul style="list-style-type: none"> • Students may participate in onsite learning four days per week and one half-day. • Comprehensive distance learning opportunities will utilize parallel planning, allowing symptomatic students to continue learning during a medical absence. • Full-time distance learning may be available to a student upon request in cases where serious health concerns prevent participation in the hybrid model or if a student is in a facility and cannot attend in-person. <p>Students will not be unenrolled on the “10-day drop” during the pandemic. Harmony will only unenroll students if we receive written notification that they have enrolled or plan to enroll in another program (example: a records request)</p>

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 	Attendance will be taken for onsite and CDL learners.

<p>instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).</p> <p><input checked="" type="checkbox"/> Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).</p> <p><input type="checkbox"/> Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present.</p> <p><input type="checkbox"/> Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance.</p> <p><input checked="" 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>	<p>Attendance includes both participation in class activities and interaction with a licensed or registered teacher and/or educational assistant, recovery coach or paraprofessional during a school day or interactions with other instructional staff under the direction of a teacher of record.</p> <p>Interactions include any of the following or a reasonable equivalent:</p> <ul style="list-style-type: none"> ● <i>Participating in a video class;</i> ● <i>Communication from the student to the teacher via chat, text message or email;</i> ● <i>A phone call with the student</i> ● <i>Posting completed coursework to a learning management system or web-based platform or via email; or</i> ● <i>Turning in completed coursework on a given day.</i> <p><i>When there is no evidence of student interaction during a 24-hour period for a class, as described, the student will be reported as absent for the class period.</i></p>
--	---

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the Ready Schools, Safe Learners guidance).</p> <p><input checked="" type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.</p>	<ul style="list-style-type: none"> ● All students will be assigned a school-owned device for use in the school building. ● Students will have the option to take the device home for at-home use after signing a user-contract. ● We will have one-two computers on site per classroom for use by students who forget them. ● School devices will be cleaned and sanitized between each use.

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input checked="" type="checkbox"/> Handwashing: All people on campus should be advised and encouraged to wash their hands frequently.</p> <p><input checked="" type="checkbox"/> Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.</p> <p><input checked="" type="checkbox"/> Events: Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.</p> <p><input checked="" type="checkbox"/> Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.</p> <p><input checked="" type="checkbox"/> Personal Property: Establish policies for 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>	<ul style="list-style-type: none"> ● Handwashing: All students will have access to hand washing prior to meals. Frequent opportunities for hand washing will be provided throughout the school day. Hand washing will be supplemented with the use of hand sanitizer. ● Equipment: Equipment includes materials such as scissors, glue sticks, recess equipment, lab supplies, etc. <ul style="list-style-type: none"> ○ Sharing of supplies will be restricted whenever possible ○ All shared equipment will be cleaned between users ● Events: <p>We will limit off-site fieldtrips to small groups.</p> <p>School-wide family meetings may be attended onsite or remotely by zoom.</p> <p>In-school events will be modified to follow cohorting and social-distancing guidance.</p> ● Transitions/Hallways: <p>Hallways will include one-way traffic markings to reduce contact.</p> ● Personal Property:

Students are responsible for carrying any personal property brought to school in a backpack or bag. Personal property must be labeled with the student's name and will be used only by the student. This includes refillable water bottles, headphones, supplies, books, etc. Cell phones and other electronic devices will be checked in to students' pocket holders in homeroom classrooms.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☒ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. <ul style="list-style-type: none"> ● Eliminate shared pen and paper sign-in/sign-out sheets. ● Ensure hand sanitizer is available if signing children in or out on an electronic device. ☒ Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible. 	<p>Arrival and Dismissal</p> <p>Arrival</p> <ul style="list-style-type: none"> ● Upon entry, students will go directly to first period. ● Supervision starts at 9:15 and classes at 9:30 ● Staff will be present at the entry point(s) to visually screen students for symptoms and to track cohort data. ● Students identified as potentially symptomatic will be directed to the office (follow the plan outlined in 1a) ● Hand sanitizing dispensers will be supplied at each door with 60-95% alcohol) <p>Students arriving to the building after classes have started are required to sign into the office for screening and to wash/sanitize their hands before entering the classroom.</p> <p>Dismissal</p> <p>Students leave through the door closest to their last period class. Students in the multi-purpose room leave through the back door to the building. Staff monitor both doors and the hallway to make sure that students disperse upon dismissal, using the proper exits.</p> <p>Students departing during the school day will sign out at the main office before leaving the building.</p> <p>Sign in and Sign out Procedures</p> <ul style="list-style-type: none"> ● Students entering or leaving the building at times other than arrival or dismissal will use the front entrance of the building ● All sign-in, sign-out tracking will be handled by office staff to reduce sharing of pen/paper

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Seating: Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. ☒ Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. ☒ Handwashing: Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately. 	<ul style="list-style-type: none"> ● Seating: Seating and table arrangements will be made so students are seated a minimum of six feet apart. ● Materials: Each classroom will limit sharing of community supplies when possible. If needed to share, these items will be cleaned between each use. Hand sanitizer and tissues will be available for use by students and staff. ● Handwashing: Signage at each sink will remind students and staff of effective handwashing practices.

- Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.
- **Seating:** Each class and hallway will have visual aids (eg painter's tape, stickers, etc) to illustrate traffic flow, appropriate spacing, and available seating areas.
- **Environment:** The bathroom window will be open during the school day and classroom/office windows may be opened by staff provided they are closed at the end of the day. Teachers and recovery coaches will be encouraged to hold groups/class outside when possible.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). ☒ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. ☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. ☒ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with CDC guidance. ☒ Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance). ☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements. ☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). ☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts. ☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Limit 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 may access the outdoor areas with staff permission on a limited basis. Students are expected to wear masks/face coverings outdoors on campus when they are together. • Students are required to wear masks in their cars when they are with other student(s). • Basketballs and other equipment must be sanitized between uses. • Students will wash their hands or use hand sanitizer before returning to class. • As a high school, we do not offer recess. However, any outdoor activities sponsored by the school or during school hours require physical distancing.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Include meal services/nutrition staff in planning for school reentry. ☒ Prohibit self-service buffet-style meals. ☒ Prohibit sharing of food and drinks among students and/or staff. ☒ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. ☒ Staff serving meals and students interacting with staff at mealtimes must wear face shields or face covering (see section 1h of the Ready Schools, Safe Learners guidance). ☒ 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. ☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items). 	<p>We do not have nutrition staff.</p> <p>Any staff serving food will wear proper face coverings.</p> <p>We have an open campus during lunch. Kids may leave, eat outside under the covered area or on the patio, or they may eat in the common room.</p> <p>Staff may eat with students. Lunch groups have been arranged to have the minimum number of students possible eating together.</p> <p>Students will wash hands before meals. Handwashing stations will be placed in the two classrooms. There is a sink in the common room. Hand sanitizer will be placed in the common room.</p>

- 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.

The common room microwave has been removed. Kettles are available for making Cup of Noodles. Plastic utensils are available. Pre-wrapped foods are available in the pantry and refrigerator.

Students may not prepare food in the kitchen except during designated times and with staff supervision. Food provided will be ready to eat or require hot water only.

Each table and desk will be cleaned between meal periods.

Any unlabeled personal items left out after meals will be discarded.

Students will not share utensils during meals.

Students will not share food once it is opened.

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service. <input checked="" type="checkbox"/> Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the Ready Schools, Safe Learners guidance). <input checked="" 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 checked="" 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 checked="" type="checkbox"/> Drivers wear face shields or face coverings when not actively driving and operating the bus. <input checked="" 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 checked="" 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 Ready Schools, Safe Learners guidance to transportation settings. 	<p>We do not have transportation services. This section is not applicable to our charter school. Boxes are checked to acknowledge understanding of ODE/OHA requirements in case transportation changes.</p>

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
----------------------	--------------------

<ul style="list-style-type: none"> ☒ 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. ☒ Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ☒ 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. ☒ 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. ☒ 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. ☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. ☒ Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces). ☒ Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance). 	<ul style="list-style-type: none"> • All frequently touched surfaces and shared objects will be cleaned between uses multiple times per day. • Doors to classrooms and common areas will be left open for circulation and to avoid needing to touch handles. • Sanitizer will be kept with the bathroom keys so that staff and students can sanitize keys and handles after use. • Desks and tables in frequently used areas will be cleaned 3 times daily: after the morning session, after lunch, and at the end of the day. • We will remain in contact with Youth Villages regarding ventilation to ensure that they are in compliance with CDC guidance. • We will share this plan with our cleaning services to ensure that they understand and comply with CDC guidance. • Staff will be encouraged to open classroom windows for ventilation and prop doors whenever possible.
---	---

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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. ☒ 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>We have drafted plans in collaboration with our district nurse and school counselor.</p>

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
----------------------	--------------------

- Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach:
 - 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

- Review and take into consideration [CDC guidance](#) for shared or congregate housing:
 - Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible
 - Ensure at least 64 square feet of room space per resident
 - Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary;
 - Configure common spaces to maximize physical distancing;
 - Provide enhanced cleaning;
 - Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. <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 checked="" type="checkbox"/> Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill should be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill. <input checked="" type="checkbox"/> When or if physical distancing must be compromised, drills must be completed in less than 15 minutes. <input checked="" type="checkbox"/> Drills should not be practiced unless they can be practiced correctly. <input checked="" type="checkbox"/> Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.	<p>Staff will receive training appropriate to both CDL with limited in-person instruction and onsite models.</p> <p>We will provide students with 30 minutes per cohort on emergency procedures and conduct monthly fire drills. We will conduct earthquake drills and safety threat drills each twice yearly.</p>

- ☒ 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).
- ☒ 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.

--

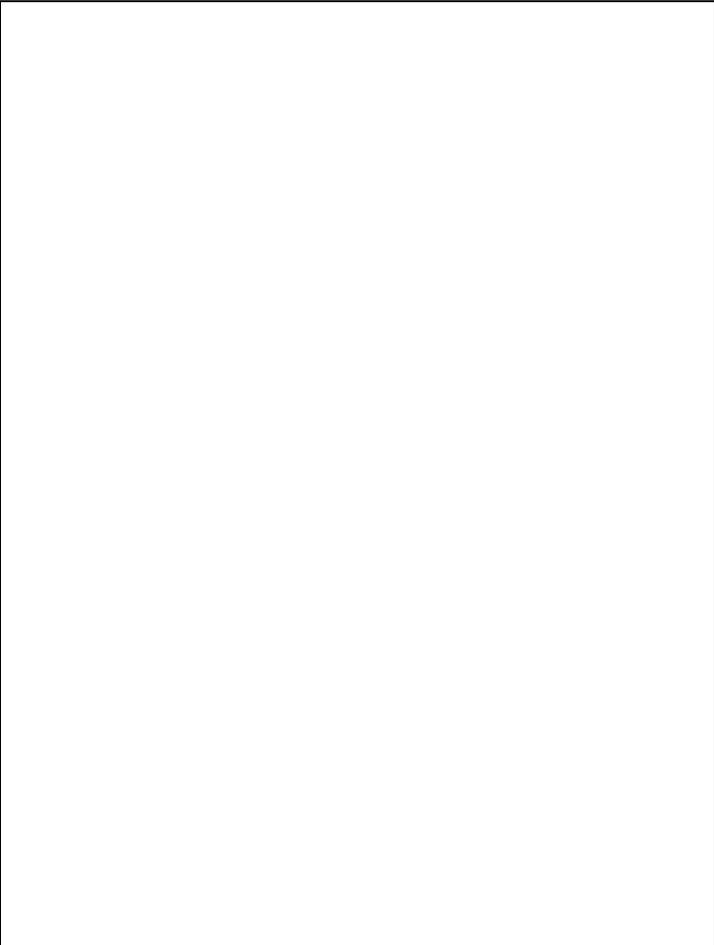
2n. SUPPORTING STUDENTS WHO ARE DYSREGULATED, ESCALATED, AND/OR EXHIBITING SELF-REGULATORY CHALLENGES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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. ☒ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. ☒ 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. ☒ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors. ☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. ☒ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues. ☒ Plan for the impact of behavior mitigation strategies on public health and safety requirements: <ul style="list-style-type: none"> ● Student elopes from area ○ 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. 	<p>Harmony engages in intensive professional development for trauma-informed practices, de-escalation, motivational interviewing, self-care, and restorative practices to support our population. 2020-2021 training is from August 25-September 4.</p> <p>Daily plans, routines and rituals are responsive to the needs of a population with high rates of trauma, addiction, and cooccurring disorders.</p>

- *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
 - Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior).
 - If staff need to intervene for student safety, staff should:
 - Maintain student dignity throughout and following the incident.
 - Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention.
 - Use the least restrictive interventions possible to maintain physical safety for the student and staff
 - Wash hands after a close interaction.
 - Note the interaction on the appropriate contact log.
 - *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
- Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.

Protective Physical Intervention

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



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review the “ Planning for COVID-19 Scenarios in Schools ” toolkit. <input checked="" type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	Harmony will follow LOSD’s plan: https://www.losdschools.org/cms/lib/OR01813384/Centricity/Domain/1875/COVID-19 Case or Outbreak Response Protocol 01.18.2021.pdf

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review and utilize the “ Planning for COVID-19 Scenarios in Schools ” toolkit. <input checked="" type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning. <input checked="" type="checkbox"/> Continue to provide meals for students.	We will review attendance and reported symptoms by staff and students to determine a potential increase in rates. We will report to and consult with Clackamas County for all confirmed COVID-19 cases. We will temporarily dismiss students attending onsite learning in case of an outbreak. Distance learning will resume, similar to our spring model.

	<p>We will communicate with families regarding criteria that must be met in order for on-site instruction to begin again safely.</p> <p>We will work with LOSD and Clackamas County (our LPHA) in case of a regional outbreak.</p>
--	--

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Review and utilize the " Planning for COVID-19 Scenarios in Schools " toolkit.	<p>Instruction and recovery supports are planned so that students can move between onsite and distance learning. In the event of school closure, all students and staff will temporarily participate in distance learning. Harmony will use the Public Health and School Re-entry Decision Tool provided by ODE and OHA.</p> <p>We will follow LPHA guidance for cleaning, sanitizing and disinfecting surfaces.</p> <p>We will follow LPHA guidance regarding the return of students and staff for on-site instruction.</p>
<input checked="" 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 checked="" type="checkbox"/> When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.	



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>