



## OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE’s **Ready Schools, Safe Learners** guidance, each school<sup>1</sup> has been directed to submit a plan to the district<sup>2</sup> in order to provide on-site and/or hybrid instruction. Districts must submit each school’s plan to the local school board and make the plans available to the public. This form is to be used to document a district’s, school’s or program’s plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to, school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,<sup>3</sup> parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Wild Lilac Child Development Community
Key Contact Person for this Plan	Stephen Karmol
Phone Number of this Person	503-236-3240
Email Address of this Person	wildlilac@wildlilac.org
Sectors and position titles of those who informed the plan	Stephen Karmol, Executive Director Lindsey Walsh, Associate Director Michelle Marino, Kitchen & Garden Coordinator Judith Kan, Office of Child Care Licensing Specialist
Local public health office(s) or officers(s)	Lisa Matos, Multnomah County Health Department
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Stephen Karmol
Intended Effective Dates for this Plan	September 1, 2020 - August 31, 2021
ESD Region	Multnomah

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

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

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

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.

Since our program closed on March 16, 2020 to the present day, we have kept in consistent email communication with all enrolled and prospective families at Wild Lilac CDC. We have shared information and guidelines from the Early Learning Division, the Oregon Health Authority, and the Centers for Disease Control and Prevention. Our program was licensed as an Emergency Childcare Center in June and we began reopening our program to Essential Worker Families on June 15, 2020. Since that time we have continuously updated families regarding our changing policies, procedures, and implementation of new health and safety guidelines at Wild Lilac with an update to our Family Handbook and much more.

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.

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

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

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

## ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

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



### 0. Community Health Metrics

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

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

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

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



# 1. Public Health Protocols

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting.</li> <li><input type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.</li> <li><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.</li> <li><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.</li> <li><input type="checkbox"/> Process and procedures established to train all staff in sections 1 - 3 of the <b>Ready Schools, Safe Learners</b> guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.</li> <li><input type="checkbox"/> Protocol to notify the local public health authority (<a href="#">LPHA Directory by County</a>) of any confirmed COVID-19 cases among students or staff.</li> <li><input type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.</li> <li><input type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students.</li> <li><input type="checkbox"/> Protocol to cooperate with the LPHA recommendations.</li> <li><input type="checkbox"/> Provide all logs and information to the LPHA in a timely manner.</li> <li><input type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others.</li> <li><input type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><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 <a href="#">Oregon School Nurses Association COVID-19 Toolkit</a>.             <ul style="list-style-type: none"> <li>● 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 <b>Ready Schools, Safe Learners</b> guidance), the daily log may be maintained for the cohort.</li> <li>● If a student(s) is not part of a stable cohort, then an individual student log must be maintained.</li> </ul> </li> <li><input type="checkbox"/> Required components of individual daily student/cohort logs include:             <ul style="list-style-type: none"> <li>● Child's name</li> <li>● Drop off/pick up time</li> <li>● Parent/guardian name and emergency contact information</li> <li>● All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student</li> </ul> </li> <li><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.</li> <li><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</li> </ul>	<p>Wild Lilac has successfully implemented ELD/OHA guidelines while operating as an Emergency Childcare Center since reopening our program on June 15, 2020. We have participated in remote monitoring by our Office of Child Care licensing specialist, Judith Kan, on a weekly, then bi-weekly basis, since reopening, and shared our internal documents regarding updates to our policies, procedures, and practices for review.</p> <p>The newest ELD guidelines for health and safety were released on August 14, 2020, and are required to be implemented beginning September 1, 2020. This will include the creation of our facility's "COVID-19 Health and Safety Plan." Like all licensed early childhood providers, we are currently waiting on ELD to release the requirements and template so that we are able to create our Plan to the required specifications.</p> <p>The newest version of the guidelines that Wild Lilac CDC is adhering to can be found at <a href="https://oregonearlylearning.com/wp-content/uploads/2020/08/Health-and-Safety-Guidelines_August-14-2020_English_Web-2.pdf">https://oregonearlylearning.com/wp-content/uploads/2020/08/Health-and-Safety-Guidelines_August-14-2020_English_Web-2.pdf</a> and covers all applicable elements from section 1a.</p> <p>As a licensed early childhood program operating as an Emergency Child Care facility, we are required to adhere to these guidelines and take our responsibility to the health and safety of our entire school community very seriously. These guidelines will be referenced throughout this document as the foundation for our onsite plan.</p>

history of their time in each school building and who they were in contact with at each site.

- Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.
- Protocol to respond to potential outbreaks (see section 3 of the *Ready Schools, Safe Learners* guidance).

**1b. HIGH-RISK POPULATIONS**

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.</p> <p><b>Medically Fragile, Complex and Nursing-Dependent Student Requirements</b></p> <p><input type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (<a href="#">ORS 336.201</a>) defines three levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> <li>1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.</li> <li>2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.</li> <li>3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.</li> </ol> <p><input type="checkbox"/> Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:</p> <ul style="list-style-type: none"> <li>• Communicate with parents and health care providers to determine return to school status and current needs of the student.</li> <li>• Coordinate and update other health services the student may be receiving in addition to nursing services. This may include speech language pathology, occupational therapy, physical therapy, as well as behavioral and mental health services.</li> <li>• Modify Health Management Plans, Care Plans, IEPs, or 504 or other student-level medical plans, as indicated, to address current health care considerations.</li> <li>• The RN practicing in the school setting should be supported to remain up to date on current guidelines and access professional support such as evidence-based resources from the Oregon School Nurses Association.</li> <li>• Service provision should consider health and safety as well as legal standards.</li> <li>• Appropriate medical-grade personal protective equipment (PPE) should be made available to <a href="#">nurses and other health providers</a>.</li> <li>• Work with an interdisciplinary team to meet requirements of ADA and FAPE.</li> <li>• High-risk individuals may meet criteria for exclusion during a local health crisis.</li> <li>• Refer to updated state and national guidance and resources such as:             <ul style="list-style-type: none"> <li>○ U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.</li> <li>○ ODE guidance updates for Special Education. Example from March 11, 2020.</li> </ul> </li> </ul>	<p>We currently do not have any medically fragile, complex or nursing-dependent school-age students enrolled at Wild Lilac CDC. We would intentionally partner with their families, specialists or service providers to implement all necessary accommodations and modifications in order to support their inclusion in our school-age classroom. We have a long, excellent track record of inclusion for students with identified special needs in the early years.</p>

<ul style="list-style-type: none"> <li>○ OAR 581-015-2000 Special Education, requires districts to provide ‘school health services and school nurse services’ as part of the ‘related services’ in order ‘to assist a child with a disability to benefit from special education.’</li> <li>○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.</li> </ul>	
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**1c. PHYSICAL DISTANCING**

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><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.</li> <li><input type="checkbox"/> Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.</li> <li><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.</li> <li><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).</li> <li><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.</li> <li><input type="checkbox"/> Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.</li> </ul>	<p>Our school-age classroom will have one teacher and up to 10 children attending each day. They will use a classroom with more than 35 square feet per person that has already been approved with this same square footage requirement by our Office of Child Care licenser.</p> <p>The physical environment will allow children to work and play while maintaining as much physical distance as possible; the daily schedule is planned to minimize whole group instruction and gatherings and also limits crowding and wait time during transitions as much as possible.</p> <p>The newest version of our 2020-2021 School Calendar is revised to reflect that all in-person family and community events are postponed or canceled until further notice. All staff meetings, professional development, and parent-teacher conferences will be conducted virtually using Zoom or Google Hangouts.</p>

**1d. COHORTING**

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><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"> <li>● The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases.</li> </ul> </li> <li><input type="checkbox"/> Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure.</li> <li><input type="checkbox"/> Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><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.</li> <li><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.</li> <li><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.</li> <li><input type="checkbox"/> Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.</li> </ul>	<p>Wild Lilac CDC has enrolled one school-age cohort of up to ten children each day in an existing classroom space that provides more than 35 square feet per person, including their teacher.</p> <p>As in all of our classrooms, the school-age classroom will have a daily attendance log completed by the administrator providing daily health checks including drop-off information that will ensure contact tracing is possible should an outbreak occur. This attendance log is based on the ELD template for Emergency Child Care providers.</p> <p>The school age classroom has their own All Gender restroom. We are creating schedules for staggered use -- and sanitation of high touch surfaces between use -- for all shared/common areas indoors and out (for example, our gymnasium, art studio, and play yards) for our program.</p> <p>Our enrollment planning provides both cohorting and physical/environmental structure, as well as cleaning and disinfecting schedules and protocols, consistent with ELD/OHA required guidelines for health and safety.</p>

**1e. PUBLIC HEALTH COMMUNICATION**

OHA/ODE Requirements	Hybrid/Onsite Plan
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<ul style="list-style-type: none"> <li><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.</li> <li><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"> <li>• The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer).</li> </ul> </li> <li><input 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.</li> <li><input type="checkbox"/> Provide all information in languages and formats accessible to the school community.</li> </ul>	<p>All new and returning Wild Lilac CDC staff members have received the newest revision of ELD/OHA guidelines released on August 14, as well as the documents that detail how we will apply the guidelines in our specific context (for example, daily-weekly-monthly cleaning logs that adhere to the new sanitation guidelines, a photographic guide to drop-off and pick-up procedures using images from our school, etc.).</p>
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### 1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><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"> <li>• Primary symptoms of concern: cough, fever (<i>temperature</i> greater than 100.4°F) or chills, shortness of breath, or difficulty breathing.</li> <li>• Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available <a href="#">from CDC</a>.</li> <li>• In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of <a href="#">OHA/ODE Communicable Disease Guidance</a>.</li> <li>• Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> <li>○ Trouble breathing</li> <li>○ Persistent pain or pressure in the chest</li> <li>○ New confusion or inability to awaken</li> <li>○ Bluish lips or face (lighter skin); greyish lips or face (darker skin)</li> <li>○ Other severe symptoms</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health. <ul style="list-style-type: none"> <li>• Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the <b>Ready Schools, Safe Learners</b> guidance) and sent home as soon as possible. <a href="#">See table "Planning for COVID-19 Scenarios in Schools."</a></li> <li>• <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> </li> <li><input type="checkbox"/> Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. <a href="#">See table "Planning for COVID-19 Scenarios in Schools."</a></li> <li><input type="checkbox"/> Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.</li> <li><input type="checkbox"/> Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</li> </ul>	<p>Since June 15, Wild Lilac CDC has conducted daily health screenings of all students and staff members in accordance with ELD/OHA guidelines for Emergency Child Care providers. In addition to taking temperatures and observing for visible symptoms, an administrator poses symptoms- and contact-related questions to parents and guardians in order to facilitate self-reporting.</p> <p>We have implemented the guidelines detailed in the Exclusion Summary flowchart on page 19 of ELD/OHA Health &amp; Safety Guidelines released on August 14, as well as those detailed in prior iterations of the guidelines.</p>

### 1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Restrict non-essential visitors/volunteers. <ul style="list-style-type: none"> <li>• Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc.</li> <li>• Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc.</li> </ul> <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. <a href="#">See table "Planning for COVID-19 Scenarios in Schools."</a> <input type="checkbox"/> Visitors/volunteers must wash or sanitize their hands upon entry and exit. <input type="checkbox"/> Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.	<p>Typically, the only adults on-site during school hours are staff members who receive health screenings upon entry.</p> <p>Occasionally, contractors performing essential maintenance or repairs will visit; they are required to maintain physical distance, wear face coverings, and sanitize their hands upon entry.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following <a href="#">CDC guidelines for Face Coverings</a> . Individuals may remove their face coverings while working alone in private offices. <input type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following <a href="#">CDC guidelines for Face Coverings</a> . <input type="checkbox"/> If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time: <ul style="list-style-type: none"> <li>• Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;" <ul style="list-style-type: none"> <li>○ Students should not be left alone or unsupervised;</li> <li>○ Designated area or chair should be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use;</li> </ul> </li> <li>• Provide additional instructional supports to effectively wear a face covering;</li> <li>• Provide students adequate support to re-engage in safely wearing a face covering;</li> <li>• Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.</li> </ul> <input type="checkbox"/> Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role. <ul style="list-style-type: none"> <li>• <a href="#">Additional guidance</a> for nurses and health staff.</li> </ul> <p><b>Protections under the ADA or IDEA</b></p> <input type="checkbox"/> If any student requires an accommodation to meet the requirement for face coverings, districts and schools should limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include: <ul style="list-style-type: none"> <li>• Offering different types of face coverings and face shields that may meet the needs of the student.</li> <li>• Spaces away from peers while the face covering is removed; students should not be left alone or unsupervised.</li> <li>• Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease;</li> <li>• Additional instructional supports to effectively wear a face covering;</li> </ul>	<p>Staff members are required to wear face coverings while on-site.</p> <p>School-age children are required to wear face coverings while on-site.</p> <p>We currently do not have any staff or students who have requested, or demonstrated a need for, an exemption to these policies.</p>



- 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
<ul style="list-style-type: none"> <li><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.</li> <li><input type="checkbox"/> Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day.               <ul style="list-style-type: none"> <li>● Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at</li> </ul> </li> </ul>	<p>As described on pages 52-54 of ELD/OHA Health &amp; Safety Guidelines released on August 14, Wild Lilac CDC has implemented protocols for health screening for students and staff members, self-reporting by parents/guardians and staff members, and has a physical space (the main office) and designated personnel (the Executive Director or Education Director) to support students requiring isolation should they become symptomatic or ill at school, until they are able to be transported by a family member.</p>

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.



## 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.)

<ul style="list-style-type: none"> <li><input type="checkbox"/> Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.</li> <li><input type="checkbox"/> The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: <ul style="list-style-type: none"> <li>• The ADM enrollment date for a student is the first day of the student’s actual attendance.</li> <li>• A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year.</li> <li>• 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.</li> <li>• Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM.</li> </ul> </li> <li><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.</li> <li><input type="checkbox"/> When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll.</li> <li><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.</li> <li><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.</li> <li><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.</li> </ul>	N/A
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**2b. ATTENDANCE**

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).</li> <li><input type="checkbox"/> Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).</li> <li><input type="checkbox"/> Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student’s attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present.</li> <li><input type="checkbox"/> Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance.</li> <li><input type="checkbox"/> Provide families with clear and concise descriptions of student attendance and participation expectations as well as family</li> </ul>	N/A

involvement expectations that take into consideration the home environment, caregiver’s work schedule, and mental/physical health.

**2c. TECHNOLOGY**

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the <b>Ready Schools, Safe Learners</b> guidance). <input type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	School-age students will provide their own devices (e.g., laptop computers and headphones) in order to support distance learning provided by the elementary schools they will simultaneously be enrolled in.

**2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES**

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> <b>Handwashing:</b> All people on campus should be advised and encouraged to wash their hands frequently. <input type="checkbox"/> <b>Equipment:</b> Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. <input type="checkbox"/> <b>Events:</b> Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. <input type="checkbox"/> <b>Transitions/Hallways:</b> Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. <input type="checkbox"/> <b>Personal Property:</b> Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.	<ul style="list-style-type: none"> <li>● <b>Handwashing:</b> Wild Lilac’s handwashing policies are in accordance with the ELD/OHA Guidelines for Health &amp; Safety released on August 14.</li> <li>● <b>Equipment:</b> Wild Lilac has adopted and implemented sanitizing protocols for all equipment, supplies, and spaces in accordance with the ELD/OHA Guidelines for Health &amp; Safety released on August 14.</li> <li>● <b>Events:</b> In our updated annual calendar for the 2020-2021 school year, all in-person family and community events have been eliminated. Parent-teacher conferences, staff meetings, and similar events will take place virtually using Zoom or Google Hangouts.</li> <li>● <b>Transitions/Hallways:</b> Although our facility is quite large -- a former elementary school on a 1.5 acre campus -- we will only have approximately 60 students attending each day. Because we have staggered schedules for use of common areas indoors and out, inter-cohort hallway traffic will be minimized.</li> <li>● <b>Personal Property:</b> Personal property (e.g., water bottles, coats, etc.) will be labeled and their use will be restricted to the student who brought them.</li> </ul>

**2e. ARRIVAL AND DISMISSAL**

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. <input type="checkbox"/> Create schedule(s) and communicate staggered arrival and/or dismissal times. <input type="checkbox"/> Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <b>Ready Schools, Safe Learners</b> 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"> <li>● Eliminate shared pen and paper sign-in/sign-out sheets.</li> <li>● Ensure hand sanitizer is available if signing children in or out on an electronic device.</li> </ul> <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.	Since June 15, Wild Lilac CDC has conducted daily health screenings of all students and staff members in accordance with ELD/OHA guidelines for Emergency Child Care providers. In addition to taking temperatures and observing for visible symptoms, an administrator poses symptoms- and contact-related questions to parents and guardians in order to facilitate self-reporting. The administrator conducting health checks upon arrival signs all children in to the daily attendance log, and teachers sign children out at the end of the day; pick-up happens outdoors at the exterior play yard gate connected to each separate classroom, where children are signed out by their classroom teachers.

**2f. CLASSROOMS/REPURPOSED LEARNING SPACES**

OHA/ODE Requirements	Hybrid/Onsite Plan
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<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Seating:</b> Rearrange student desks and other seat spaces so that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times.</li> <li><input type="checkbox"/> <b>Materials:</b> Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff.</li> <li><input type="checkbox"/> <b>Handwashing:</b> Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs 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"> <li>● Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Seating:</b> There are a variety of seating options, and adequate square footage, in the school-age classroom to allow children to maintain physical distance as much as possible.</li> <li>● <b>Materials:</b> Community supplies will be limited in the classroom. Before and after students engage with community supplies, they will be required to wash or sanitize their hands.</li> <li>● <b>Handwashing:</b> Frequent handwashing will be required for all students and staff including but not limited to: upon arrival at school, before transitioning to a new area of the school or outdoors and again when returning to the classroom, after using the restroom, before meals and snacks, before and after using community supplies or materials</li> </ul>
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## 2g. PLAYGROUNDS, FIELDS, RECESS, BREAKS, AND RESTROOMS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><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 <a href="#">Specific Guidance for Outdoor Recreation Organizations</a>).</li> <li><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.</li> <li><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.</li> <li><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 <a href="#">CDC guidance</a>.</li> <li><input type="checkbox"/> Cleaning requirements must be maintained (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> Maintain physical distancing requirements, stable cohorts, and square footage requirements.</li> <li><input type="checkbox"/> Provide signage and restrict access to outdoor equipment (including sports equipment, etc.).</li> <li><input type="checkbox"/> Design recess activities that allow for physical distancing and maintenance of stable cohorts.</li> <li><input type="checkbox"/> Clean all outdoor equipment at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a>.</li> <li><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.</li> </ul>	<p>Our outdoor play spaces have never been open to the general public.</p> <p>Cleaning and disinfecting requirements detailed in the ELD/OHA Health &amp; Safety Guidelines released on August 14 have been integrated into our daily cleaning, sanitizing, and disinfecting procedures (pages 43-50).</p> <p>Staff break schedules are staggered, and staff break areas sanitized between use, to minimize the risks of viral exposure or transmission.</p>

## 2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Include meal services/nutrition staff in planning for school reentry.</li> <li><input type="checkbox"/> Prohibit self-service buffet-style meals.</li> <li><input type="checkbox"/> Prohibit sharing of food and drinks among students and/or staff.</li> <li><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.</li> <li><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 <b>Ready Schools, Safe Learners</b> guidance).</li> <li><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.</li> <li><input type="checkbox"/> Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items).</li> </ul>	<p>Our food program will resume operations on September 9, 2020. We have shifted from a Family Style meal service to staff serving children individual portions from community dishes that are elevated and separate from the students who are eating. Guidelines are located on page 41 of the ELD/OHA Health &amp; Safety Guidelines released on August 14</p> <p>All other guidelines listed here are accounted for in the regular operation of our USDA-sponsored (CACFP) food program.</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.

## 2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><input type="checkbox"/> Include transportation departments (and associated contracted providers, if used) in planning for return to service.</li> <li><input type="checkbox"/> Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the <b>Ready Schools, Safe Learners</b> guidance).</li> <li><input type="checkbox"/> Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should be done at the time of arrival and departure.               <ul style="list-style-type: none"> <li>● If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student.                   <ul style="list-style-type: none"> <li>○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible.</li> <li>○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected.</li> </ul> </li> <li>● If arriving at school, notify staff to begin isolation measures.                   <ul style="list-style-type: none"> <li>○ If transporting for dismissal and the student displays an onset of symptoms, notify the school.</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.</li> <li><input type="checkbox"/> Drivers wear face shields or face coverings when not actively driving and operating the bus.</li> <li><input type="checkbox"/> Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).</li> <li><input type="checkbox"/> Face coverings or face shields for all students in grades Kindergarten and up following <a href="#">CDC guidelines</a>, applying the guidance in section 1h of the <b>Ready Schools, Safe Learners</b> guidance to transportation settings.</li> </ul>	<p>N/A (Our school does not provide transportation to students.)</p>

## 2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><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 (<a href="#">CDC guidance</a>) environments, including classrooms, cafeteria settings and restrooms.</li> <li><input type="checkbox"/> Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with <a href="#">CDC guidance</a>.</li> <li><input type="checkbox"/> Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students.</li> </ul>	<p>Cleaning and disinfecting requirements defined in the ELD/OHA Health &amp; Safety Guidelines released on August 14 have been integrated into our daily cleaning, sanitizing, and disinfecting procedures (pages 43-50). The guidelines have been translated into our own daily-weekly-monthly cleaning logs for each classroom and shared community space.</p> <p>We have made the following upgrades to our HVAC system to improve ventilation and filtering:</p> <ul style="list-style-type: none"> <li>● Replaced the standard MERV-10 with MERV-13 filters. The high MERV rating is better at capturing air particles, but it also</li> </ul>

- 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 not use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans should not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate.
- Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments.
- Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see [CDC's guidance on disinfecting public spaces](#)).
- Consider modification or enhancement of building ventilation where feasible (see [CDC's guidance on ventilation and filtration](#) and [American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance](#)).

increases the pressure on the system, so we've scheduled more regular inspections and maintenance.

- Opened the outside air dampers and set the thermostats to allow the economizers to let the maximum amount of outside air to flow.

## 2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><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.</li> <li><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).</li> </ul>	<p>Wild Lilac CDC has a physical space (the main office) and designated personnel (the Executive Director or Education Director) to support students requiring isolation should they become symptomatic or ill at school, until they are able to be transported by a family member.</p> <p>Wild Lilac has a long, successful track record of collaborating with early intervention/early childhood special education staff from the Multnomah Early Childhood Program.</p>

## 2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <li><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"> <li>● Contact tracing</li> <li>● The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies.</li> <li>● Quarantine of exposed staff or students</li> <li>● Isolation of infected staff or students</li> <li>● Communication and designation of where the “household” or “family unit” applies to your residents and staff</li> </ul> </li> <li><input type="checkbox"/> Review and take into consideration <a href="#">CDC guidance</a> for shared or congregate housing: <ul style="list-style-type: none"> <li>● Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible</li> </ul> </li> </ul>	N/A

- 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 type="checkbox"/> In accordance with <a href="#">ORS 336.071</a> and <a href="#">OAR 581-022-2225</a> all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. <ul style="list-style-type: none"> <li>• At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats.</li> <li>• Fire drills must be conducted monthly.</li> <li>• Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year.</li> <li>• Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year.</li> </ul> <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.	<p>As per Early Learning Division guidelines, Wild Lilac CDC has developed Emergency Procedures and Disaster Planning and Preparedness policies (available in our Employee and Family Handbooks) and conducts monthly fire drills and bi-monthly emergency drills (e.g. shelter in place, earthquake, burst pipe, high winds, etc.). The record of drills conducted is reviewed by the Fire Marshal and Licensing Specialist from the Office of Child Care annually.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<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. <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	<p>Wild Lilac CDC’s Guidance Policy is available to enrolled families via our website and Family Handbook, and all Wild Lilac teachers receive ongoing and continuous professional development to better support them in understanding and guiding children’s behavior. We utilize a non-punitive, non-exclusionary, responsive approach focused on social problem solving and fostering independent conflict resolution skills.</p> <p>Here is an excerpt from the Policy introduction (the full Policy is available upon request):</p> <p>At Wild Lilac, the term “guidance” is used to describe the non-punishing methods in which teachers support children’s behavior in positive</p>



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:
  - Student elopes from area
    - If staff need to intervene for student safety, staff should:
      - Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention.
      - Use the least restrictive interventions possible to maintain physical safety for the student and staff.
      - Wash hands after a close interaction.
      - Note the interaction on the appropriate contact log.
    - \*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
  - Student engages in behavior that requires them to be isolated from peers and results in a room clear.
    - If students leave the classroom:
      - Preplan for a clean and safe alternative space that maintains physical safety for the student and staff
      - Ensure physical distancing and separation occur, to the maximum extent possible.
      - Use the least restrictive interventions possible to maintain physical safety for the student and staff.
      - Wash hands after a close interaction.
      - Note the interaction on the appropriate contact log.
    - \*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
  - Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior).
    - If staff need to intervene for student safety, staff should:
      - Maintain student dignity throughout and following the incident.
      - Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention.
      - Use the least restrictive interventions possible to maintain physical safety for the student and staff
      - Wash hands after a close interaction.
      - Note the interaction on the appropriate contact log.

directions so that they learn to respect themselves and others while developing self-regulation skills. In contrast to traditional discipline practices that seek to control students’ behavior, our guidance practices support students by acknowledging and responding to their needs. Teachers intervene to keep the environment safe and constructive in a way that models respect for others. Wild Lilac teachers never use withholding food, threats of withholding food, coercion, bribing, physical intimidation or physical punishment in our guidance of children.

We use four basic guidance strategies designed to both teach children self-regulation and build their self-esteem:

- 1. Honoring natural consequences.**
- 2. Setting respectful and consistent limits.**
- 3. Validating all feelings.**
- 4. Using a problem solving approach to social conflict.**

- \*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
- Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.

**Protective Physical Intervention**

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



### 3. Response to Outbreak

#### 3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Review the " <a href="#">Planning for COVID-19 Scenarios in Schools</a> " toolkit. <input type="checkbox"/> Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	In the instance of a positive case of COVID-19 at our facility, all parents, staff members, ELD/OHA and Multnomah County Health officials will be notified immediately.

#### 3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Review and utilize the " <a href="#">Planning for COVID-19 Scenarios in Schools</a> " toolkit. <input type="checkbox"/> Ensure continuous services and implement Comprehensive Distance Learning. <input type="checkbox"/> Continue to provide meals for students.	<p>All students enrolled in our child care and support program for school-age children are also enrolled in their typical elementary schools and will continue to receive CDL from those schools and districts if Wild Lilac CDC's program is suspended or closed.</p> <p>As a USDA-sponsored (CACFP) food program, we will be able to provide meals for students if they are not able to obtain them from the public school district in which they are also enrolled and engaged in CDL.</p>

#### 3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Review and utilize the " <a href="#">Planning for COVID-19 Scenarios in Schools</a> " toolkit. <input type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow <a href="#">CDC guidance</a> for classrooms, cafeteria settings, restrooms, and playgrounds. <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.	Our custodial company (All in One Cleaning and Maintenance) will provide deep cleaning services prior to bringing any students or staff on-site after a positive case of COVID-19 at our facility.



## 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>

