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OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 2/08/2021

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Victory Academy
Key Contact Person for this Plan	Tricia Hasbrook
Phone Number of this Person	503-570-0147
Email Address of this Person	tricia@victoryacademy.org
Sectors and position titles of those who informed the plan	Director of School / Director of Operations / Lead Specialist / Lead High School Teacher / Lead Middle School Teacher / Lead Elementary School Teacher / Office Manager / Board Members / Legal Counsel / Facilities Manager
Local public health office(s) or officers(s)	Clackamas County Public Health
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Thea Schreiber
Intended Effective Dates for this Plan	February 18, 2021 – August 12, 2021
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.

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[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.

We have collected survey data regarding Virtual Learning for our students and families including feedback for successes and challenges. We have also surveyed regarding availability/needs for the 2020-2021 school year, preference of parents and students for structure of learning for 2020- 2021 school year, and intent to send students to school for the 2020-2021 school year. The survey link was provided to all students, families, and staff members to ensure effective representation/survey data from all groups, including demographics and our underserved and marginalized students/community groups. We provided assistance with the survey upon request. We communicate weekly with families regarding scheduling, as it relates to health metrics and instructional models.

3. Select which instructional model will be used:

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

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

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

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

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

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

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT
This section must be completed by any school that is providing instruction through On-Site or Hybrid Instructional Models.
Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section unless the school is implementing the Limited In-Person Instruction provision under the Comprehensive Distance Learning guidance.

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1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Conduct a risk assessment as required by OSHA administrative rule OAR 437-001-0744(3)(g). • OSHA has developed a risk assessment template. ☒ Implement measures to limit the spread of COVID-19 within the school setting, including when the school setting is outside a building. ☒ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. Examples are located in the Oregon School Nurses Association (OSNA) COVID-19 Toolkit. • Review OSHA requirements for infection control plan to ensure that all required elements are covered by your communicable disease management plan, including making the plan available to employees at their workplace. Requirements are listed in OSHA administrative rule OAR 437-001-0744(3)(h). • OSHA has developed a sample infection control plan. ☒ Designate a single point-person at each school to establish, implement, support and enforce all RSSL health and safety protocols, including face coverings and physical distancing requirements, consistent with the *Ready Schools, Safe Learners* guidance and other guidance from OHA. This role should be known to all staff in the building with consistent ways for licensed and classified staff to access and voice concerns or needs. ☒ Create a simple process that allows for named and anonymous sharing of concerns that can be reviewed on a daily and weekly basis by the designated RSSL building point-person. Example: Anonymous survey form or suggestion box where at least weekly submissions and resolutions are shared in some format. ☒ Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school	Victory Academy follows the published Communicable Disease Guidelines from the Oregon Department of Education and the Oregon Health Authority. Communicable Disease Plan – <mark>please see attached</mark> Victory Academy has conducted a risk assessment as required by OSHA administration. Name of person designated to establish, implement and enforce physical distancing requirements, consistent with the **Ready Schools, Safe Learners** guidance – Thea Schreiber Victory Academy has created a google form that allows for named and anonymous sharing of concerns. Anonymous concerns are addressed within 48 hours and are shared with the entire Victory staff via emails or whole group meeting. Named responses are addressed with the individual. **Screening/Isolation:** Visual screening of all students and staff is outlined in 1e. Potentially symptomatic students will be isolated following guidance outlined in section 1f. **Contact Tracing:** Contract tracing logs and calendars will be kept for each student/cohort and all staff (maintenance, administration, delivery, and any other staff) who move between classrooms and buildings. Logs and calendars will be kept with a running four-week history of time in each classroom or school. Victory Academy daily log system is outlined in section 1i.

OHA/ODE Requirements	Hybrid/Onsite Plan
policies and plans. Review relevant local, state, and national evidence to inform plan.	**Outbreak plan:** Victory Academy Outbreak Protocol is outlined in section 3.
☒ Process and procedures established to train all staff in sections 1 - 3 of the *Ready Schools, Safe Learners* guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.	
☒ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff.	
☒ Plans for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms and activity areas.	
☒ Process to report to the LPHA any cluster of any illness among staff or students.	
☒ Protocol to cooperate with the LPHA recommendations.	
☒ Provide all logs and information to the LPHA in a timely manner.	
☒ Protocol for screening students and staff for symptoms (see section 1f of the *Ready Schools, Safe Learners* guidance).	
☒ Protocol to isolate any ill or exposed persons from physical contact with others.	
☒ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the *Ready Schools, Safe Learners* guidance).	
☒ Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit. • 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 • 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. • See supplemental guidance on LPHA/school partnering on contact tracing. • Refer to OHA Policy on Sharing COVID-19 Information	
☒ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.	
☒ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.	
☒ Designate a staff member and process to ensure that the school provides updated information regarding current instructional	

OHA/ODE Requirements	Hybrid/Onsite Plan
models and student counts and reports these data in ODE's COVID-19 Weekly School Status system. ☒ 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

☒ Serve students in high-risk population(s) whether learning is happening through On-Site *(including outside)*, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models.
Medically Fragile, Complex and Nursing-Dependent Student Requirements
☒ 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:
  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.
☒ Review Supplemental Guidance on Community and Health Responsibilities Regarding FAPE in Relation to IDEA During CDL and Hybrid.
☒ 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:
  • 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:
	Staff
	*Plan includes all staff self-identifying as vulnerable or part of a vulnerable household.
	  • All staff will have the option of taking FMLA and other work options when individual circumstances arise.
	
	Students
	  • All students identified as medical vulnerable, either by a physician, or parent/guardian notification, may be offered limited virtual instruction.
	  • Students who experience disability will continue to receive specially designed instruction.
	
	Visitors/ Volunteers
	Visitors/Volunteers are required to follow Victory Academy's health and safety guidelines in place for staff and students. Victory Academy will strive to limit visitors and volunteers inside the school building.

OHA/ODE Requirements	Hybrid/Onsite Plan

o 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.
    o ODE guidance updates for Special Education. Example from March 11, 2020.
    o 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.'
    o OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.	

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require **use of all space** in the calculation. This also applies for professional development and staff gatherings. If implementing Learning Outside guidance, establish an outside learning space for learning that maintains minimum 35 square feet per person.
    • Within this design, educators should have their own minimum of 35 square feet and the design of the learning environment must allow for some ability for the educator to move through the room efficiently and carefully without breaking 6 feet of physical distance to the maximum extent feasible.
☒ Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.
☒ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.
☒ Schedule modifications to limit the number of students in the building or outside learning space (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).
☒ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.
☒ Staff must maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.
	Capacity for School Settings:
	
	  • **Gym/Cafeteria/Community Room** (used for lunch and PE daily): 2,352 usable ft^2: no more than 67 people.
	  • **Classrooms:**
	    ▪ Four Classrooms 420 usable ft^2: no more than 12 people in each room.
	    ▪ Three Classrooms 499 usable ft^2: no more than 14 people in each room.
	    ▪ Three Classrooms 560 usable ft^2: no more than 16 people in each room.
	  • **Other Schoolwide Rooms**
	    ▪ Music Room 1008 usable ft^2: no more than 28 people in room.
	    ▪ Art Room 565 usable ft^2: no more than 16 people in room.
	    ▪ Speech Room 102 usable ft^2: no more than 2 people in room.
	    ▪ Transition and Counseling Rooms 128 usable ft^2: no more than 3 people in each room.
	    ▪ Occupational Therapist Room 1150 usable ft^2: no more than 32 people in room.
	    ▪ Health and Laundry Rooms 70 usable ft^2: no more than 2 people in each room.
	    ▪ Kitchen 140 usable ft^2: no more than 4 people in room.
	    ▪ Custodian's Room 81 usable ft^2: no more than 2 people in room.
	    ▪ Rubbish Room 125 usable ft^2: no more than 3 people in room.
	
	    ▪ Administration/ Conference Room 595 usable ft^2: no more than 17 people in room.
	
	  • **Small Group Rooms** Hallway 1, 2, and 3, three small group rooms in each hallway – total of 9 Small Group Rooms 80 usable ft^2: no more than 2 people in each room.
	
	Student Population by Classroom
	
	Elementary: 33 within five (5) classrooms

OHA/ODE Requirements	Hybrid/Onsite Plan
	<u>Middle School and High School:</u> 39 within five (5) classrooms Staff professional development, gatherings, and meetings will be held in the Community Room and or Administration/ Conference Room, dependent on the number of staff attending the meeting. In addition, remote web-based attendance will be available. Visual prompts incorporated throughout entire building to support physical distancing, in addition to appropriate reminders given throughout school day by staff to all students. Cleaning and disinfecting surfaces at Victory Academy is outlined in sections 2d, 2f, 2g, 2h, and 2i.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Where feasible, establish stable cohorts: groups shall be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week[4], unless the school is offering Learning Outside, then they must follow guidelines for cohorting in Learning Outside guidance. Schools must plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. Cohorts may change week-to-week, but must be stable within the educational week. ☒ Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the *Ready Schools, Safe Learners* guidance). ☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. ☒ Cleaning and sanitizing surfaces (e.g., desks, dry erase boards, door handles, etc.) must be maintained between multiple student uses, even in the same cohort. ☒ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards[5], and peers. ☒ Minimize the number of staff that interact with each cohort to the extent possible, staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. ☒ Elementary staff who interact with multiple cohorts (music, PE, library, paraprofessionals who provide supervision at recesses, etc.) should have schedules altered to reduce the number of cohorts/students they interact within a week. Consider having these staff engage via technology, altering duties so that they are not in close contact with students in multiple cohorts, or adjust schedules to reduce contacts.	Tracking attendance carefully within cohorts will be critical to support contact tracing. Cohort size will be limited and will not exceed a total of 100 people in an educational week. **1) Elementary Classroom Cohorts** • These grade band cohorts are maintained throughout the year and for each special area (i.e., art, PE). • **PE as a cohort** • **Art as a cohort** • **Music as a cohort** • **Elementary Lunch cohorts** **2) Middle and High School Instructional Cohorts** • These grade band cohorts are maintained throughout the year as much as possible. • **Language Arts as a cohort** • **Math as a cohort** • **Humanities as a cohort** • **Electives as a cohort** • **Middle and High School Lunch cohorts** **3) Special supports and 1:1 services** • To the extent possible, students receiving specialty services (Music and Art) will receive these services within their cohort. o When student needs 1:1 services, this creates a new cohort, and additional contact tracing log requirements.

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[4] The cohort limit is focused on the students experience and their limit of 100 people includes every person they come into contact with, including staff. There is not a limitation for staff in cohort size while care should be given to design and attention to the additional requirements.

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

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ 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.
☒ Offer initial training to all staff prior to being in-person in any instructional model. Training could be accomplished through all staff webinar, narrated slide decks, online video, using professional learning communities, or mailing handouts with discussion. Training cannot be delivered solely through the sharing or forwarding information electronically or in paper copy form as this is an insufficient method for ensuring fidelity to public health protocols (see section 8b of the *Ready Schools, Safe Learners* guidance for specific training requirements). Note: Instructional time requirements allow for time to be devoted for professional learning that includes RSSL training.
☒ Post "COVID -19 Hazard Poster" and "Masks Required" signs as required by OSHA administrative rule OAR 437-001-0744(3)(d) and (e).
☒ Develop protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19.
    • The definition of exposure is being within 6 feet of a person who has COVID-19 for at least 15 cumulative minutes in a day.
    • OSHA has developed a model notification policy.
☒ Develop protocols for communicating immediately with staff, families, and the school community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.
☒ Periodic interval training also keeps the vigilance to protocols ever present when fatigue and changing circumstances might result in reduced adherence to guidance.
☒ Provide all information in languages and formats accessible to the school community.
	• Return-to-Work protocol
	• Ongoing communication with staff
	• Ongoing communication with families
	• Initial training to all staff prior to being in-person
	• Ongoing training to all staff
	• Share protocols on website
	
	Definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer).

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Direct students and staff to stay home if they have COVID-19 symptoms. COVID-19 symptoms are as follows:
    • Primary symptoms of concern: cough, fever (temperature of 100.4°F or higher) or chills, shortness of breath, difficulty breathing, or new loss of taste or smell.
    • Note that muscle pain, headache, sore throat, diarrhea, nausea, vomiting, new nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC.
    • In addition to COVID-19 symptoms, students must be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-11 of OHA/ODE Communicable Disease Guidance for Schools.
    • Emergency signs that require immediate medical attention:
      ○ 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
☒ Diligently screen all students and staff for symptoms on entry to bus/school/outside learning space every day. This can be done visually as well as asking students and staff about any new
	Screening Students:
	Following established protocol from CDMP (see section 1a). Screening will include updating the cohort or individual student logs.
	
	Entry
	All Students
	    • Students will wait in transportation at designated areas in parking lot.
	    • Staff will diligently screen their cohort, including symptom questioning and temperature reading (if student exhibits a temperature above 100.4°F, staff will wait and rescan temperature after 3-minutes. If temperature stays above 100.4°F, at second scan, student will be sent home with driver, and information will be placed on the tracing log).
	    • Each teacher/staff member will use a sign-in/sign-out protocol to help facilitate contract tracing in their cohort.
	    • Hand sanitizer (with 60-95% alcohol) will be available at campus entry points and other high-traffic areas for student use.
	    • Students shall sanitize hands before entering campus and go directly to assigned classrooms.
	
	Screening Staff:

OHA/ODE Requirements	Hybrid/Onsite Plan
symptoms or close contact with someone with COVID-19. For students, confirmation from a parent/caregiver or guardian can also be appropriate. Staff members can self-screen and attest to their own health, but regular reminders of the importance of daily screening must be provided to staff. • Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the *Ready Schools, Safe Learners* guidance) and sent home as soon as possible. See table "Planning for COVID-19 Scenarios in Schools." • Additional guidance for nurses and health staff. ☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See "Planning for COVID-19 Scenarios in Schools" and the COVID-19 Exclusion Summary Guide. ☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication must be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school. See the COVID-19 Exclusion Summary Guide. ☒ 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.	• Before entering the building, staff will answer health screening questions and take a temperature reading (if staff exhibits a temperature above 100.4°F, staff will wait and rescan temperature after 3-minutes. If temperature stays above 100.4, at second scan, staff member will go home and monitor for symptom improvement). • Staff are required to report to school directors when they experience COVID-19 symptoms or if they may have been exposed to COVID-19. • Regular reminders of the importance of daily screening will be provided to staff.

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Restrict non-essential visitors/volunteers. • Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. • Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. ☒ Diligently screen all visitors/volunteers for symptoms and ask questions about symptoms and any close contact with someone diagnosed with COVID-19 upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See the COVID-19 Exclusion Summary Guide. ☒ 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 the *Ready Schools, Safe Learners* guidance.	Essential visitors are required to follow Victory Academy's health and safety guidelines in place for staff and students. Victory Academy will strive to limit these essential visitors inside the school building to the maximum extent possible. Non-essential visitors are restricted from entering the building at this time.

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors and volunteers. ☒ Face coverings or face shields for all staff, contractors, other service providers, visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices or when separated by more than 6 feet in outside learning spaces. Face shields are an acceptable alternative only when a person has a medical condition that prevents them from wearing a mask or face covering, when people need to see mouth and tongue motions in order to communicate, or when an individual is speaking to an audience for a short period of time and clear communication is otherwise not possible.	 *Face covering*: A cloth, paper, or disposable face covering that covers the nose and the mouth; may or may not be medical grade. *Face shield*: A clear plastic shield that covers the forehead, extends below the chin, and wraps around the sides of the face. *Clear plastic barriers*: A clear plastic or solid surface that can be cleaned and sanitized often. **Required**

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Face coverings or face shields for all students in grades Kindergarten and up following [CDC guidelines for Face Coverings](). Face shields are an acceptable alternative when a student has a medical condition that prevents them from wearing a mask or face covering, or when people need to see the student's mouth and tongue motions in order to communicate.
 	
☒ Face coverings should be worn both indoors and outdoors, including during outdoor recess.
 	
☒ Group mask breaks" or "full classroom mask breaks" are not allowed. If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:
  • 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;"
    ○ Students must not be left alone or unsupervised;
    ○ Designated area or chair must be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use;
  • Provide additional instructional supports to effectively wear a face covering;
  • Provide students adequate support to re-engage in safely wearing a face covering;
  • Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.
 	
☒ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses shall also wear appropriate Personal Protective Equipment (PPE) for their role.
  • [Additional guidance]() for nurses and health staff.
 	
Accommodations under ADA or IDEA and providing FAPE while attending to Face Covering Guidance
 	
☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools must limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:
  • Offering different types of face coverings and face shields that may meet the needs of the student.
  • Spaces away from peers while the face covering is removed; students must not be left alone or unsupervised.
  • Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease.
  • Additional instructional supports to effectively wear a face covering.
 	
☒ For students with existing medical conditions and a physician's orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny any in-person instruction.
 	
☒ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020, or the current plan in effect for the student if appropriately developed after March of 2020.
  • 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
	❏ Employers are required to provide masks, face coverings, or face shields for all staff, contractors, other service providers, visitors, and volunteers.
	
	❏ Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines Face Coverings. Individuals may remove their face coverings while working alone in private offices or when separated by more than 6 feet outdoors.
	
	❏ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines Face Coverings.
	
	❏ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time, the school/team must:
	  ○ 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; students should not be left alone or unsupervised;
	  ○ Provide additional instructional supports to effectively wear a face covering;
	  ○ Provide students adequate support to re-engage in safely wearing a face covering;
	  ○ Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.
	
	❏ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role.
	  • Additional guidance for nurses and health staff.
	
	Students who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, during On-Site instruction must be provided access to instruction. Comprehensive Distance Learning can and should be provided when this decision is values-based. However, additional provisions apply to students protected under ADA and IDEA.
	
	Protections under the ADA or IDEA:
	
	Staff: Districts/schools should consult with legal counsel regarding ADA when considering restricting access for staff due to their inability to wear face coverings or face shields as required.
	
	Students: Federal laws such as the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) protect student access to instruction. The following guidelines must be considered and employed to ensure access for students protected under ADA and IDEA.
	
	Required
	
	❏ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should work to limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations include:

OHA/ODE Requirements	Hybrid/Onsite Plan

established in the student's plan including on-site instruction with accommodations or adjustments.
2. Not make placement determinations solely on the inability to wear a face covering.
3. Include updates to accommodations and modifications to support students in plans.
• For students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:
  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 shall work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.
	• Offering different types of face coverings and face shields that may meet the needs of the student.
	• Spaces away from peers while the face covering is removed; students should not be left alone or unsupervised.
	• Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease;
	• Additional instructional supports to effectively wear a face covering;
	
	❏ For students with existing medical conditions and a physician's orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny access to in-person instruction.
	
	No disability category universally prescribes whether a student will be able to wear a face covering. However, students eligible for certain disability categories are more likely to have difficulty wearing face coverings. These include: Autism Spectrum Disorder, Other Health Impairment, Emotional Behavior Disability, Orthopedic Impairment. Schools must consider the unique needs that arise from a student's disability in determining how to appropriately support their access to FAPE.
	  • ❏ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020.
	    o 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. Not make placement determinations solely on the inability to wear a face covering.
	      3. Include updates to accommodations and modifications to support students in plans.
	    o 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

OHA/ODE Requirements	Hybrid/Onsite Plan
	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. *As Victory Academy implements the requirements and recommendations included in this section of the guidance, Victory Academy will adhere to ADA and IDEA law for our unique population of learners.*

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. See the COVID-19 Exclusion Summary Guide.
   • Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. Consider if and where students and staff will be isolated during learning outside. Create a comfortable outdoor area for isolation or follow plan for in building isolation.
   • Consider required physical arrangements to reduce risk of disease transmission.
   • Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness.
   • Additional guidance for nurses and health staff for providing care to students with complex needs.
☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school or outside learning space, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home.
	• Victory Academy will continuously update plan and logs for isolation measures.
	• All students who become ill at school will remain at school supervised by staff until parents can pick them up in the designated isolation area (i.e., health room).
	   o Students will be provided a facial covering (if they can safely wear one).
	   o Staff should wear a facial covering and maintain physical distancing, but never leave a child unattended. 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 sanitizer that contains 60-95% alcohol.
	   o If two students present COVID-19 symptoms at the same time, they will be isolated at once. If separate rooms are not available, we will ensure that six fee distance is maintained. We will not assume they have the same illness.
	• While exercising caution to maintain safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family.
	• Staff will maintain student confidentiality as appropriate.
	• Daily logs must be maintained containing the following:
	   o Name of students sent home for illness, cause of illness, time of onset: and
	   o Name of students visiting the office for illness symptoms, even if not sent home.

OHA/ODE Requirements	Hybrid/Onsite Plan

Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.
    • School nurses and health staff in close contact with symptomatic individuals (less than 6 feet) must wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual must be properly removed and disposed of prior to exiting the care space.
    • After removing PPE, hands shall be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol.
    • If able to do so safely, a symptomatic individual shall wear a face covering.
    • To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.
☒ 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.
☒ The school must provide a remote learning option for students who are required to be temporarily off-site for isolation and quarantine.
	• Staff and students with known or suspected COVID-19, or displaying COVID-19 symptoms per current OHA guidance, CDC guidance, or LPHA guidance, cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school.
	• Victory Academy provides a remote learning option for students who are required to be temporarily off-site for isolation and quarantine.
	
	Victory Academy will refer to the table in Planning for COVID-19 Scenarios in Schools
	
	Victory Academy will refer to the 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 in the COVID-19 Exclusion Summary 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

☒ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.
☒ The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students:
    • 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
	• All students will be enrolled following the Oregon Department of Education guidelines.
	• No student will be dropped for non-attendance if they meet the following conditions:
	    o Are identified as vulnerable, or otherwise considered to be part of a population vulnerable to infection with COVID-19
	    o Have COVID-19 symptoms for the past 14 days

OHA/ODE Requirements	Hybrid/Onsite Plan
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. ☒ 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. ☒ 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. ☒ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns. ☒ When a student has a pre-excused absence or COVID-19 absence, the school district must reach out to offer support at least weekly until the student has resumed their education. ☒ When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.	

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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). ☒ 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). ☒ 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. ☒ 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. ☒ 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.	• Attendance will be taken daily on instructional days. • Attendance policies and plans will encourage staff and students to stay home if someone in their house is sick.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the *Ready Schools, Safe Learners* guidance). ☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements. ☒ If providing learning outside and allowing students to engage with devices during the learning experiences, provide safe charging stations.	1. Victory Academy conducted a family technology and connectivity survey. 2. Victory Academy has established procedures for inventory of school technology and internet connectivity resources. 3. Victory Academy has established and taught health protocols around shared technology

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Handwashing:** All people on campus shall be advised and encouraged to frequently wash their hands or use hand sanitizer. ☒ **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. ☒ **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. ☒ **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. ☒ **Personal Property**: Establish policies for identifying personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.).	● **Handwashing:** All students and staff will have access to hand washing when arriving in building, throughout the day, before lunch/snack is served, and after using restroom. ● **Equipment:** All shared equipment will be cleaned and sanitized before use by another student or cohort group. ● **Safety Drills:** During fire drills (and all other safety drills), all cohort classes will be physically distanced during exit, recovery, and reentry procedures. ● **Events:** Field trips will be limited for the 2020-2021 school year. All assemblies, special performances, school-wide parent meetings, and other large gatherings will be modified, held in a virtual format, or designed in a manner that allows appropriate physical distancing to be maintained throughout. ● **Transitions/Hallways:** Victory Academy will limit transitions and promote physical distancing within cohorts. ● **Personal Property**: Each classroom will have a limit on the number of personal items brought into school. A full list will be sent home prior to class starting with allowable items (e.g., refillable water bottles, school supplies, headphones/earbuds, cellphones, books, etc.). If personal items are brought to school, the must be labeled prior to entering school and not shared with other students. ● **Restrooms**: Elementary students will use the individual bathrooms within their designated classroom. These restrooms will be cleaned throughout the day. Middle and High School restrooms will be cleaned multiple times throughout the day. Increased efforts will be maintained to alleviate waiting and large groups.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☒ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the *Ready Schools, Safe Learners* guidance). ☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students	**Screening Students:** Following established protocol from CDMP (see section 1a). Screening will include updating the cohort or individual student logs. **Entry** **All Students** ● Students will wait in transportation in designated areas in parking lot. ● Staff will visually screen their cohort, including symptom questioning and temperature reading (if student exhibits a

OHA/ODE Requirements	Hybrid/Onsite Plan

entering school after arrival times must be screened for the primary symptoms of concern.
  • 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.
	temperature above 100.4°F, staff will wait and rescan temperature after 3-minutes. If temperature stays above 100.4°F, at second scan, student will be sent home with driver, and information will be placed on the tracing log).
	• Each teacher/staff member will use a sign-in/sign-out protocol to help facilitate contract tracing in their cohort.
	• Hand sanitizer (with 60-95% alcohol) will be available at campus entry points and other high-traffic areas for student use.
	• Students shall sanitize hands before entering campus and go directly to assigned classrooms.
	
	Dismissal
	• Students will remain in their assigned cohort at the end of the day until text message is received from their transportation stating they are at the designated area in parking lot.
	• Students will be released with staff directly to transportation maintaining appropriate physical distancing.
	
	Late Arrivals
	• Students entering school after arrival times will be screened upon entry.

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2f. CLASSROOMS/REPURPOSED LEARNING SPACES

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OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **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 shall be disposed of in a garbage can, then hands washed or sanitized immediately. • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	● **Seating:** Rearrange student desks and tables to at least six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating to students are in the same seat at all times. ● **Materials:** Each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.). If needed to share, these items will be cleaned frequently. Hand sanitizer (with 60-95% alcohol), tissues, and other cleaning products will be available in each physical space in the building. ● **Handwashing:** Students and staff will wash hands before each meal and frequently throughout the day. Signage and regular verbal reminders from staff will be utilized. ● **Classroom Procedures:** All classes will use assigned cubby or storage spaces for individual student belongings. Shared restroom/hall passes will not be used. All shared spaces (e.g., kitchen, gym) will be cleaned between cohort use. ● **Environment:** When possible, windows will be open in the classroom before students arrive and after students leave. Each classroom will hold classes outside when possible and encourage students to spread out.

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

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OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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	• Playground(s) will remain closed for public use. School will post adequate signs sharing this information with the public. At that point, cohorts may use the playground for recess on a staggered schedule throughout the school day.

OHA/ODE Requirements	Hybrid/Onsite Plan
and staff. For learning outside if portable bathrooms are used, set up portable hand washing stations and create a regular cleaning schedule. ☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. ☒ Designate playground and shared equipment solely for the use of one cohort at a time. Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment (balls, jump ropes, etc.) should be cleaned and disinfected at least daily 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 the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms, break rooms, and elevators by limiting occupancy or staggering use, maintaining six feet of distance between adults. Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable space, understanding that tables and room set-up will require use of all space in the calculation. Note: The largest area of risk is adults eating together in break rooms without face coverings.	• All playground structures will be disinfected daily and in between each cohort group. o Playground supplies: Each cohort group will use their own playground supplies (e.g., balls, jump ropes, etc.). • Students will sanitize before and after using playground equipment. • Cleaning requirements must be maintained; refer to section 2j. • Recess activities will be planned to support physical distancing and maintain stable cohorts. This can include limiting the number of students on one piece of equipment, at one game, etc. Given the lessened capacity for equipment use due to cohorting and physical distancing requirements, teachers will need to set expectations for shared use of equipment by students and may need to support students with schedules for when specific equipment can be used.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include meal services/nutrition staff in planning for school reentry. ☒ Prohibit self-service buffet-style meals. ☒ Prohibit sharing of food and drinks among students and/or staff. ☒ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. ☒ Staff serving meals and students interacting with staff at mealtimes must wear face coverings (see section 1h of the *Ready Schools, Safe Learners* guidance). Staff must maintain 6 feet of physical distance to the greatest extent possible. If students are eating in a classroom, staff may supervise from the doorway of the classroom if feasible. ☒ Students and staff must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and shall be encouraged to do so after. ☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items). ☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. ☒ Adequate cleaning and disinfection of tables between meal periods. ☒ Since staff must remove their face coverings during eating and drinking, limit the number of employees gathering in shared spaces. Restrict use of shared spaces such as conference rooms and break rooms by limiting occupancy or staggering use. Consider staggering times for staff breaks, to prevent congregation in	Due to students varied diet restrictions and medical challenges, Victory Academy students bring their own meals and snacks. Victory Academy staff will prohibit the 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 will maintain six feet of physical distance from others and will put face coverings back on after finishing the meal or snack. **Lunch** **Elementary Lunch Cohorts** • Students and staff wash hands in with soap and water before and after lunch. All lunch schedules will be staggered, and cohorts will sit at assigned tables at least six feet apart. **Middle and High School Lunch Cohorts** • Students and staff wash hands with soap and water before and after lunch. Cohorts will be maintained by eating lunch in the classroom, physical distancing in break period, and offsetting lunch times. • Follow CDC Guidelines for cleaning.

OHA/ODE Requirements	Hybrid/Onsite Plan
shared spaces. Always maintain at least six feet of physical distancing and establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. Wear face coverings except when eating or drinking and minimize time in spaces where face coverings are not consistently worn.	

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service.
 ☒ 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).
 ☒ Staff must use hand sanitizer (containing between 60-95% alcohol) in between helping each child and when getting on and off the vehicle. Gloves are not recommended; hand sanitizer is strongly preferred. If hand sanitizer is not available, disposable gloves can be used and must be changed to a new pair before helping each child.
 ☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This must be done at the time of arrival and departure.
     • If a student displays COVID-19 symptoms, provide a face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student.
        o The symptomatic student shall be seated in the first row of the bus during transportation, and multiple windows must be opened to allow for fresh air circulation, if feasible.
        o The symptomatic student shall leave the bus first. After all students exit the bus, the seat and surrounding surfaces must be cleaned and disinfected.
     • If arriving at school, notify staff to begin isolation measures.
        o If transporting for dismissal and the student displays an onset of symptoms, notify the school.
 ☒ 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.
 ☒ Drivers must wear masks or face coverings while driving, unless the mask or face covering interferes with the driver's vision (e.g., fogging of eyeglasses). Drivers must wear face coverings when not actively driving and operating the bus, including while students are entering or exiting the vehicle. A face shield may be an acceptable alternative, only as stated in Section 1h of the *Ready Schools, Safe Learners* guidance.
 ☒ 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).
 ☒ Face coverings for all students, applying the guidance in section 1h of the *Ready Schools, Safe Learners* guidance to transportation settings. This prevents eating while on the bus.
 ☒ Take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible.
	• Bus drivers are **required** to wear a mask or face covering, unless the mask or face covering interferes with driver's visions. Drivers must wear face coverings when not actively driving and operating the bus, including while students are entering or exiting the vehicle. A face shield may be an acceptable alternative, only as stated in Section 1h.
	 • Each bus driver/staff will be required to:
	 Visually screen students for illness
	     ▪ follow entry and screening procedures
	     o Maintain logs for contact-tracing using procedures from 1a above.
	     o If a student displays COVID-19 symptoms, provide a face shield or face covering and keep six (6) feet away from others. The symptomatic student will be seated in the first row of the bus during transportation, and multiple windows will be opened to allow for fresh air circulation, if feasible. The symptomatic students will leave the bus first. After all students exit the bus, the seat and surrounding surfaces will be cleaned and disinfected.
	 • Clean and sanitize buses between cohort routes.
	 • Face coverings for all students, applying to the guidance in section 1h to transportation settings. This prevents eating while on the bus.
	 • Victory Academy will take all possible actions to maximize ventilation: Dress warmly, keep vents and windows open to the greatest extent possible.
	
	 Meet 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

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. Provide time and supplies for the cleaning and disinfecting of high-touch surfaces between multiple student uses, even in the same cohort. ☒ Outdoor learning spaces must have at least 75% of the square footage of its sides open for airflow. ☒ Outdoor playground structures require normal routine cleaning and do not require disinfection. Shared equipment should be cleaned and disinfected at least daily in accordance with CDC guidance. ☒ 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 must evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems shall, to the extent possible, increase natural ventilation by opening windows and interior doors before students arrive and after students leave, and while students are present. Do not prop open doors that can pose a safety or security risk to students and staff (e.g., exterior doors and fire doors that must remain closed.) ☒ Schools with HVAC systems should ensure all filters are maintained and replaced as necessary to ensure proper functioning of the system. ☒ All intake ports that provide outside air to the HVAC system should be cleaned, maintained, and cleared of any debris that may affect the function and performance of the ventilation system. ☒ Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans must not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate. ☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. ☒ Facilities must be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces). ☒ 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).	• All frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) will be cleaned between uses multiple times per day. • Follow CDC Guidelines for cleaning. • Ventilation systems will be checked and maintained monthly by maintenance staff. • Victory Academy will increase natural ventilation by opening windows and doors before students arrive and after students leave, and while students are present, to the extent possible. • Victory Academy will consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom and indoor air out of the classroom. This will only be used in rooms with open windows and doors. • Victory Academy ensures all filters in our HVAC systems are maintained and replaced as necessary and our intake parts provide outside air. Intake parts are cleaned, maintained, and cleared of any debris that may affect the function and performance of the ventilation system.

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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	• Victory Academy will provide age-appropriate hand hygiene and respiratory etiquette education to endorse prevention.

OHA/ODE Requirements	Hybrid/Onsite Plan
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).	This includes website, newsletter, and signage in the school setting for health promotion. • Victory Academy will practice appropriate communicable disease isolation and exclusion measures.

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. **Exception** K-12 boarding schools that do not meet the Advisory Metrics (Section 0 of the *Ready Schools, Safe Learners* guidance) may operate, in consultation with their Local Public Health Authority, provided that: ☐ They have a current and complete RSSL Blueprint and are complying with Sections 1-3 of the *Ready Schools, Safe Learners* guidance and any other applicable sections, including Section 2L of the *Ready Schools, Safe Learners* guidance. ☐ The school maintains a fully-closed residential campus (no non-essential visitors allowed), and normal day school operations are only offered remotely through distance learning. ☐ There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days. ☐ Less than 10% of staff, employees, or contracts (in total) are traveling to or from campus. Staff in this designation will: • Limit travel to essential functions. • Carefully monitor their own health daily and avoid coming to campus at any potential symptom of COVID-19. ☐ Any boarding students newly arriving to campus will either: • Complete a quarantine at home for 14 days* prior to traveling to the school, OR	

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

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ 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.
    • 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.
 ☒ Drills can and should be carried out as close as possible to the procedures that would be used in an actual emergency. For example, a fire drill must be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.
 ☒ When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.
 ☒ Drills shall not be practiced unless they can be practiced correctly.
 ☒ Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.
 ☒ 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.
	• Instruction will continue on a regular schedule for all fire and other emergency drills and regardless of instructional model.
	 • At least 30 minutes in each school month will be used to instruct students on the emergency procedures for fires, earthquakes, and safety threats.
	 • Fire drills are conducted monthly.
	 • All other emergency drills will be conducted two to three times per 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 are conducted at least two times per year.
	 • All drills are carried out as close to possible to the procedures that would be used in an actual emergency.
	 • All drills are already designed to be completed within 15 minutes due to overall student population.
	 Students will 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
☒ 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	**Victory Academy Staff are trained in Safety Care.** Safety-Care™ provides the skills and competencies necessary to effectively prevent, minimize, and manage behavioral challenges with dignity, safety, and the possibility of change. Using the newest and most effective technologies from Applied Behavior Analysis (ABA) and Positive Behavior Interventions & Supports (PBIS), this Safety-Care program provides staff with strategies for not only preventing and managing behavioral challenges, but also to effectively teach

OHA/ODE Requirements	Hybrid/Onsite Plan

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:
- 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.

*If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.

Hybrid/Onsite Plan

replacement behaviors. Appropriate for individuals experiencing developmental, neurologic, psychiatric and other impairments, Safety-Care results in fewer restraints and a more positive, reinforcement-based approach which leads to behavior modification over time. Safety-Care provides the tools needed to be safe when working with behaviorally-challenging individuals.

Required

❏ *Utilize the components of Collaborative Problem Solving[6] 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:*

Scenario	Public Health and Safety Response due to COVID-19
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

OHA/ODE Requirements	Hybrid/Onsite Plan	
☒ 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.		*● 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.* **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	

2o. PROTECTIVE PHYSICAL INTERVENTION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Reusable Personal Protective Equipment (PPE) must be cleaned and disinfected following the manufacturer's recommendation, after every episode of physical intervention (see section 2j. Cleaning, Disinfection, and Ventilation in the **Ready Schools, Safe Learners** guidance). Single-use disposable PPE must not be re-used.	Reusable Personal Protective Equipment (PPE) will be cleaned and disinfected following the manufacturer's recommendation, after every episode of physical intervention (see section 2j. Cleaning, Disinfection, and Ventilation in the **Ready Schools, Safe Learners** guidance). Single-use disposable PPE will not be re-used.

3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review the "Planning for COVID-19 Scenarios in Schools" toolkit. ☒ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	Victory Academy has reviewed the Planning for COVID-19 Scenarios in Schools toolkit. Victory Academy has coordinated with our LPHA and has established communication channels related to current transmission level.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit. ☒ Ensure continuous services and implement Comprehensive Distance Learning. ☒ Continue to provide meals for students.	Victory Academy has reviewed the Planning for COVID-19 Scenarios in Schools toolkit. Victory Academy ensures continuous services when CDL is implemented. Due to students varied diet restrictions and medical challenges, Victory Academy students bring their own meals and snacks.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit. ☒ Clean, sanitize, and disinfect surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. ☒ 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.	Victory Academy has reviewed the Planning for COVID-19 Scenarios in Schools toolkit. Victory Academy will clean, sanitize, and disinfect surfaces, and follow CDC Guidance for classrooms, cafeteria settings, restrooms, and playgrounds. When bringing students back into On-Site or Hybrid instruction, Victory Academy will 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 *Include how/why the school is currently unable to meet them*