OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 1/19/2021

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	Phoenix Charter School
Key Contact Person for this Plan	Brandy Osborn, Principal
Phone Number of this Person	541.671.6933
Email Address of this Person	bosborn@roseburgphoenix.com
Sectors and position titles of those who informed the plan	Principal, Executive Director
Local public health office(s) or officers(s)	Douglas County Public Health Networks
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Brandy Osborn, Principal Thomas McGregor, Executive Director
Intended Effective Dates for this Plan	February 1, 2021
ESD Region	Douglas 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.

> We are collecting survey data regarding Distance Learning and Hybrid for all successes and struggles from families and staff, technology availability/needs, preference of parents and students for structure of learning for the 2020-2021 school year with the intent to send students to school next year. Survey links have been provided to all students, families, and staff members to ensure effective representation/survey data from all levels of students, including demographics and our underserved and marginalized students/community groups. Paper copies of surveys were provided upon request.

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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.

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.
Due to the Governor's order, we operated comprehensive distance learning per state requirements. As the orders have been lifted for the state and our county, we began the hybrid plan as described below.

In completing this portion of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. <u>Here is a link to the overview of CDL Requirements.</u> Please name any requirements you need ODE to review for any possible flexibility or waiver.
Phoenix Charter School confirms that the Comprehensive Distance Learning Guidance has been reviewed. No waiver's or flexibility needed at this time.

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.
Phoenix Charter School is using Canvas for the Learning Management System and our secure Microsoft Office Teams to provide synchronous instruction to students who are working in Comprehensive Distance Learning or are remote on their off-site days. We are currently and continually revamping our remote learning course catalog, course schedule, and synchronous vs asynchronous instruction, including office hours for students. Phoenix has been committed to rising up students for the past three years through a trauma lens and building in resilience for our mobile students that we serve. Staff have already received training on trauma informed practices, project-based learning, resilience training, and more to support our mission. We will continue that work and incorporate our current practices remotely to ensure connection and care are in place for our students and staff. We are currently building trainings for not only staff, but also students and parents/guardians. Training has been mainly remote and has been completed in an ongoing manner as needed throughout the pandemic.

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 <u>unless</u> 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 policies and plans. Review relevant local, state, and national evidence to inform plan. ☒ 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).	Phoenix Charter School follows the Roseburg Public Schools Communicable Disease Guidelines adopted from the Oregon Department of Education and the Oregon Health Authority. Roseburg Public Schools has updated their Infectious Disease / Pandemic Plan. Phoenix Charter School will follow the district's guidance. The Principal and Executive Director are the designees to enforce physical distancing consistent with OHA and this guidance. School Nurse Barb Hofford provided her professional medical input in the plan from the district including biweekly updates on COVID-19 provided by Douglas Public Health Network as provided by the district. Screening and Isolation Measures: Visual screening of staff and students will be further discussed in 12. Students or staff showing signs of COVID-19 will be isolated or sent home immediately. See 1h, for further information. Contact Tracing Logs for Contact Tracing will be recorded for each student or cohort. Protocol to notify DPHN in the even there are any confirmed COVID-19 cases among staff or students. See Outbreak Plan in 3a. For further information see Communicable Infectious Disease / Pandemic Plan The Roseburg Public Schools School Supervising Nurse will manage Contact Tracing for the District and report to DPHN at least once a week or in the event a student or staff member contracts COVID-19. The Phoenix Charter School Principal will work directly with the Supervising Nurse to support the needs of Contact Tracing. All staff have been trained by the Principal and Executive Director regarding operating in person via the hybrid method. Phoenix Charter School will utilize the contact tracing feature in Synergy to ensure contact tracing among the cohort. Process for systematic disinfection of classrooms, common areas, offices, table surfaces, bathrooms, door handles, and other areas has been established. Process to report any cluster of illness among staff or students has been established.

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ 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 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).
	Protocol of screening students includes supervised entry, response to COVID-19 exposure questions, temperature check, and hand sanitize upon entry.
	
	Isolation rooms have been established and Rapid COVID-19 AgCARD is onsite; trainings have been completed by the JSS (Journey Support Squad) team.
	
	Protocols for communication and response to potential outbreaks have been established. Student cohorts have been established. Protocols for itinerant and district personnel entering the building have been established.
	
	The Office Assistant and Retention Specialist manage daily student and/or cohort logs. The logs include:
	   • Child's Name
	   • Drop off/pick up time
	   • Parent/guardian name and emergency contact information
	   • All staff which includes intermittent staff, substitutes, and guest teachers, (names and phone numbers who interact with a stable cohort or individual student will be included.
	
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	Phoenix Charter School's Operation Plan:

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:	**Students** All students identified as vulnerable, either by a physician, or parent/guardian notification, will be enrolled in remote instruction with weekly/routine check ins and will be offered opportunities for on-site instruction. Students able to be onsite, have the opportunity to be present two days out of the week in the classroom with instructors, operating remotely on the other days.

OHA/ODE Requirements	Hybrid/Onsite Plan

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:
    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.
	All students who qualify will continue to receive specially designed instruction (SDI).
	
	 Students with language services will receive speech and language services.
	
	 ELL eligible students will receive services as written into their plans.
	
	 Roseburg Public Schools PDHH and VI staff will provide interpreter and braillist services both online and in person (if needed).
	
	 ASD consultation will be maintained with all multidisciplinary teams supporting students with co-occurring interventions.
	
	 Dedicated team to serve student needs has been put into place for students to receive services as required.

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.	Roster size for rooms will be calculated based on a minimum of 35 square feet per person and will maintain 6 ft social distancing guidance. Hallways are marked with one-way directions and markers to support physical distancing. Common areas where lines form are marked with proper physical distancing indicators and have signage encouraging staff and students to follow protocols. **Instructional Models Options:** We are operating on the below schedule for Phoenix Charter School not to exceed 100 people in multiple cohort models. We will follow guidance for Comprehensive Distance Learning as needed. **Schedule:** **Option 1**: Hybrid Learning CLASSES WILL BE SPLIT INTO A AND B GROUPS. • A Groups will attend onsite learning on Monday/Thursday • B Groups will attend onsite learning on Tuesday/Friday • Remote Learning 3 days/week **Option 2**: Remote Learning 5 days/week Class schedules are arranged to ensure the lowest number of students in common areas as possible. Classroom spaces are designated to a specific cohort with teachers moving from classroom to classroom. Phoenix staff gatherings will be limited to ensure 6 ft social distancing and face coverings are worn at all times. Phoenix staff will be remote versus in-person weekly staff meetings and professional development opportunities. Teacher and instructional workspaces are moved to the Multipurpose room or other areas to work in designated spaces 6ft apart at minimum. Principal and All Staff encourage, teach, reteach students to maintain and follow physical distancing and face coverings guidelines. Removed extra furniture to make more room and to reduce surfaces to allow for proper cleaning and disinfecting. All students have an assigned seat for that cohort day/period. Students that stay in a single room the majority of their day will maintain the same seat assignment for that entire day. If seating changes need to occur then the seating stations will be cleaned and disinfected prior to the student taking over the new location. All staff are already trained in Mental, Social, and Emotional Health best practices. Staff received additional training during inservice to ensure students have dedicated spaces if needed. All staff have dedicated teaching areas in the classrooms that are behind plexiglass stands to ensure safety. Staff will maintain all physical distancing and face coverings requirements as required

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.
	Transportation Cohort:
	    • Students are arriving from multiple communities having rode the bus with others from different schools.
	    • Stable groups are varied by the number of routes.
	    • Updated contact-tracing logs are required for each run of a route via the District.
	    • Transportation dependent on the district plan.
	
	8th-12th Grade Cohorts:
	    • Students will be assigned to a maximum of 1 classroom cohort a day with breakfast and lunch in the classroom.
	    • Students will be a part of a grade appropriate learning cohort; only encountering maximum 20 people in a day.
	
	Speech and Language Cohort:
	    • This stable group is maintained as much as possible.
	    • Note: in the event the stable cohort is changed, the office will need to update the contact-tracing log.
	
	Title and Special Education staff push into cohorts for service:
	    ● To the extent possible, students receiving supports beyond core instruction (i.e. Title I Services, Special Education and Related Services) will receive those services within their grade level cohort.
	    ● When student needs or administrative logistics require a student to be pulled from a grade level cohort to receive support, it creates a new cohort and additional contact tracing log requirements.
	
	Teachers, Specialists, All Staff:
	    • Teachers or specialists will rotate classrooms, moving to each cohort of students following a scheduled rotation
	    • Teachers or specialists are required to wash/sanitize hands prior to interacting with students and/or new cohorts.
	
	Students participating in extracurricular activities will be assigned to a cohort.
	
	Frequently touched surfaces will be cleaned and disinfected multiple times a day.
	
	Student workstations will be cleaned and disinfected each time the student seat assignment changes. IE: between class periods or between days of cohorts; at minimum daily.
	
	All potential shared tools/items/school supplies will be cleaned and disinfected after/before each use by a new person.
	
	Interaction between students in different stable cohorts will be limited (e.g., access to restrooms, activities, common areas). We will provide access to All Gender/Gender Neutral restrooms.

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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
	Cleaning and disinfecting surfaces (e.g., desks, door handles, etc.) will be maintained between multiple students uses, even in the same cohort.

Cohorts for students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers will be maintained.

Staff who interact with multiple stable cohorts will wash/sanitize their hands between interactions with different stable cohorts. |

1e. PUBLIC HEALTH COMMUNICATION AND TRAINING

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. | Communication to staff has been ongoing around on-site instruction and infection control measures that have been implemented. Multiple trainings have been held to ensure all staff are aware of the requirements.

Communication outlining the instructional model, the rationale and vision behind it and specific infection control measures will be shared with families in their native languages in print and electronic versions.

Additional communication regarding protocols will be shared with families and staff in August prior to the start of school.

Updated communications will be provided in native languages as plans are adjusted as required throughout the school year.

All required signs have been posted per OSHA regulations.

Protocols for communication with staff, students, and families is firmly in place.

Complete information on Communication Specialist tasks located in Communicable Infectious Disease / Pandemic Plan

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Phoenix Charter School's Operation Plan: |

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:
    o Trouble breathing
    o Persistent pain or pressure in the chest
    o New confusion or inability to awaken
    o Bluish lips or face (lighter skin); greyish lips or face (darker skin)
    o 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 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.
	Building entries are designated as the upper lobby only for students with screening points; supervised by staff who have completed implicit bias training. Lower lobby entries and other entries are for staff only.
	
	Temperature check points have been added, with wall mounted thermometers.
	
	Parent and Staff Education:
	Families will be provided with symptom lists and asked to check symptoms each morning prior to school and to keep students home if symptomatic.
	
	Staff will be provided with symptom lists and asked to check symptoms each morning prior to school and to stay home if symptomatic.
	
	Staff screeners will complete implicit bias training.
	
	Screening Students:
	Students will be visually screened by the staff. When the screening indicates that a student may be symptomatic, the student is directed to the office where staff will follow the isolation and screening protocols identified in the Communicable Infectious Disease / Pandemic Plan
	
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	Handwashing stations or hand sanitizers are placed by each entrance upon student entering classrooms, or students will utilize classroom stations to wash hands.
	
	Screening Staff:
	Staff are required to report to the administrator when:
	● They may have been exposed to COVID-19.
	● They have symptoms related to COVID-19.
	
	Staff will self-screen and identify prior to entry.
	
	Dedicated staff who have completed implicit bias training will be responsible for screening other staff members for symptoms as required.
	
	Ongoing:
	Reminder to parents to report actual symptoms when calling to report a student is ill as part of communicable disease surveillance. Parents/guardians can provide information regarding existing conditions that cause coughing to be utilized for the purpose of screening, as previously existing coughs that are not worsening are not considered symptomatic of COVID-19.
	
	Upon notification by DPHN that a staff member or student has been exposed to COVID-19, the staff member or students shall not be allowed on campus until the passage of 14 calendar days after exposure and until 72 hours after fever is gone (without fever reducing medicine) and other symptoms (e.g. cough, shortness of breath, sore throat, headache) are improving.

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.
	Visitors/volunteers are unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only.
	
	All visitors/volunteers will be screened, asked questions, temperature checked, and will require washing hands or hand sanitizing prior to entry past the lobby.
	
	Visitors/volunteers will maintain six foot distancing, wear face coverings, and adhere to all provisions of the guidance.

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 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;"
       o Students must not be left alone or unsupervised;
       o 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;
	Face coverings are required for all staff unless immune compromised or have a qualifying medical condition per OHA and ADA requirements.
	
	Face coverings are worn by all staff who come into contact with any students and maintain six foot distancing protocols.
	
	Face coverings for instructional staff are worn behind an instructional erected safety zone.
	
	Immune compromised staff will limit proximity to students and staff to the extent possible to minimize the possibility of exposure maintain physical distancing, and hand sanitize/wash hands frequently will be the expectation.
	
	Face coverings are required for students in Kindergarten-12th grade.
	
	Facial coverings are **not recommended** for:
	    ● Children under the age of 5;
	    ● Children of any age should not wear a face covering:
	       ○ If they have a medical condition that makes it difficult for them to breathe with a face covering;
	       ○ If they experience a disability that prevents them from wearing a face covering;
	       ○ They are unable to remove the face covering independently; or
	       ○ While sleeping.
	
	Face coverings **are required** for use by children age 5 and up and students are not prohibited or prevented access to instruction or activities in onsite learning.
	
	We provide face coverings for all staff as needed or requested.

OHA/ODE Requirements	Hybrid/Onsite Plan

• 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 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	

OHA/ODE Requirements	Hybrid/Onsite Plan
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.	

<div align="center">

1i. ISOLATION AND QUARANTINE

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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. 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
	Defer to the District Communicable Disease Management Plan for appropriate isolation determination and process. Communicable Infectious Disease / Pandemic Plan
	
	All students who become ill at school will remain at school supervised by staff until parents can pick them up in the designated isolation room.
	   ● Students will be provided a facial covering (if they can safely wear one).
	   ● Staff must wear a facial covering and maintain social distancing, but never leave a child unattended.
	   ● While exercising caution to maintain (ensure) 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.
	   ● Staff will clean and disinfect isolation room after contact with student.
	   ● Staff will wash hands following current recommended guidance immediately after student leaves.
	   ● Staff will maintain 6 ft physical distancing or wear face coverings as required.
	
	Staff and students with known or suspected COVID-19, or displaying COVID-19 symptoms per current OHA guidance, CDC guidance, or DPHN guidance, cannot remain at school and should return only after their symptoms resolve per the guidance as provided in the ODE *Planning for COVID-19 Scenarios in Schools* guidance and they are physically ready to return to school. In no case can they return before:
	   ● If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
	   ● If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.

OHA/ODE Requirements	Hybrid/Onsite Plan
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.	● If a clear alternative diagnosis is identified as the cause of the person's illness (e.g., a positive strep throat test), then usual disease-specific return-to-school guidance should be followed and person should be fever-free for 24 hours, without use of fever reducing medicine. A physician note is required to return to school, to ensure that the person is not contagious. ● If they do not undergo COVID-19 testing, the person should remain at home for 10 days and until 24 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving. Additional information on isolation determination and process is located in Communicable Infectious Disease / Pandemic Plan. PCS COVID-19 Operations Plan - v. Phoenix Charter School's Operation Plan: **Signs of Sickness:** Cough, fever or chills (temperature of 100.4 or higher), shortness of breath, or difficulty of breathing. Secondary symptoms are muscle pain, headache, sore throat, loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are symptoms associated with COVID-19. To reduce fear, anxiety and anguish the Resilience Specialist, Administrator, or Supervising Nurse shall explain to the student or staff the procedures of donning PPE and hand washing. All patients whether a student or staff shall be treated with impartiality and equity. Staff or students with a chronic or baseline cough that has worsened or is not well controlled with medication should be excluded from school. Staff or students will not be excluded who have other symptoms that are chronic or baseline symptoms such as asthma, allergies, etc. from school. Hand hygiene shall be readily available on entry to school every day either with soap and water for 20 seconds or use of an alcohol-based hand sanitizer with 65-95% alcohol. In the event a student or staff member exhibits emergent signs that require immediate attention such as: • Trouble breathing • Persistent pain or pressure in the chest • New confusion or inability to awaken • Bluish lips or face • Or other severe symptoms Call 911, to summon emergency services. Roseburg Fire, PD and DCSO Dispatch (541) 440-4471. For further information see Signs of Sickness in "During" An Infectious Disease / Pandemic Plan in Communicable Infectious Disease / Pandemic Plan The Resilience Specialist will keep in contact with Administration and the Nursing Supervisor will keep in contact with Douglas County Public

OHA/ODE Requirements	Hybrid/Onsite Plan
	Health Network (DPHN) and advise them at minimum of once a week of any trends in absences or positive cases in the district if the pandemic annex is deployed. Concurrently, Administration, the Resilience Specialist, and the Nursing Supervisor will review relevant, local, state, and national evidence regarding viruses and measures to prevent diseases. Administration will update the Safety Committee and Staff as needed. Administration or the Nursing Supervisor will call DPHN at (541) 440-3571 or afterhours (541) 440-4471, email at _mail@douglaspublichealthnetwork.org_ and advise them of ANY student or staff that has contracted COVID-19 or virus that is causing the pandemic. This includes any clusters of illnesses the Nursing Supervisor traces at any site. For further information see Nursing Supervisor in "Before" An Infectious Disease / Pandemic Plan in Communicable Infectious Disease / Pandemic Plan

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 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.
	All students will be enrolled following the Oregon Department of Education guidelines.
	
	No students will be dropped for non-attendance if they meet the following conditions:
	   ● Are identified as vulnerable, or otherwise considered to be part of a population vulnerable to infection with COVID-19.
	   ● Have COVID-19 symptoms for 10 consecutive school days or longer.
	
	Utilize Student Check-In feature in Synergy to track interactions with students not attending school in-person.
	
	Pathways (Homeroom Teachers) and Retention Specialist will continue contacting disengaged students.

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.
	Hybrid Instruction:
	● Students on-site attendance shall be used as a primary attendance indicator.
	● Attendance will be taken at least once for each scheduled class that day for all students enrolled in school. Attendance will be counted with all licensed or registered teachers during a school day or interactions with educational assistants and paraprofessionals through teacher designed and facilitated processes:
	  ○ Canvas (Assignment Submission)
	  ○ Office 365 Teams Synchronous Participation
	  ○ Completion and submission of coursework
	  ○ Email Communication
	  ○ Phone Communication via text, chat, communication app, or conversation
	  ○ Survey Communication
	  ○ 1:1 Tutoring
	
	Online/Remote:
	● Attendance will be taken at least once for each scheduled class that day for all students enrolled in school. Attendance will be counted with all licensed or registered teachers during a school day or interactions with educational assistants and paraprofessionals through teacher designed and facilitated processes:
	  ○ Canvas (Assignment Submission)
	  ○ Office 365 Teams Synchronous Participation
	  ○ Completion and submission of coursework
	  ○ Email Communication
	  ○ Phone Communication via text, chat, communication app, or conversation
	  ○ Survey Communication
	  ○ 1:1 Tutoring
	  ○ Online Help Sessions daily
	
	Remote Option / No Online Access per Parent/Guardian/Student request:
	● Completed packet work as needed for those students who cannot be connected to online access.
	  ○ Completion and submission of coursework
	  ○ Email Communication
	  ○ Phone Communication via text, chat, communication app, or conversation
	  ○ 1:1 Tutoring
	  ○ Home Outreach options for those who need additional assistance is available.

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.	Conducted a family technology and connectivity survey. All students were surveyed for technology capacity. New students are asked at intake process on connectivity and device availability. Any student needing a computer/laptop or other device will be assigned a school-owned device for use during the school year. Deployment of pad device hotspots will continue to ensure adequate internet access for all families and will be issued, as necessary.

OHA/ODE Requirements	Hybrid/Onsite Plan
	School devices will be cleaned and sanitized between each utilized. During technology check-out and check-in procedures, physical distancing and safety measures will be utilized.

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:** Provided age appropriate hand washing education, defined appropriate times to wash hands, and provided hand sanitizer when hand washing is not available. **Equipment:** All classroom supplies and PE equipment will be cleaned and sanitized before use by another student or cohort group and in between use within the cohort. **Safety Drills:** Safety drills at the start of the school year will be scheduled for all cohorts of students to participate: • Fire Drill (monthly) • Evacuation drill (twice a year) • Lockdown drill (twice a year) • Earthquake drill (twice a year) • Others as needed Remaining drills will alternate monthly between cohorts. Staff and students will follow distance requirements during exit of the building. Re-entry to the building will be through assigned entry points to reduce incidental contact. **Events:** Off-site field trips and events requiring visitors or volunteers have been canceled. In-school events will be modified to follow co-horting and physical-distancing guidance. Use of the building by outside groups will be restricted. **Classroom line up:** Visual markers will be used around doorways and inside classrooms to support physical distancing during transitions. **Transitions/Hallways:** Hallways will include one-way traffic markings to reduce contact. Transitions by cohorts will be staggered when feasible to reduce contact. **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, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and not shared with other students. **Restrooms:** Restrooms assigned based on cohorts and building level (upstairs versus downstairs). One student at a time may leave the classroom to use the restroom. Visual reminders will be used in all restrooms to encourage hygienic practices including: • Handwashing techniques • Covering coughs/sneezes

OHA/ODE Requirements	Hybrid/Onsite Plan
	● Physical Distancing ● Facial Coverings ● Covid-19 Symptoms

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 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.
	Screening Students:
	Students will be visually screened by the staff upon arrival, temperature checked, and will hand sanitize. When the screening indicates that a student may be symptomatic, the student is directed to the office. See Communicable Infectious Disease / Pandemic Plan
	
	PCS COVID-19 Operations Plan - v.
	Phoenix Charter School's Operation Plan:
	
	Temperature check points with wall mounted thermometers are mounted at each entry point.
	
	Arrival and Entry:
	● Each student is assigned an entrance point to the school building. Only entrance for students is the upper lobby.
	● Upon entry, students are asked COVID-19 exposure questions, temperature checked, and use hand sanitizer prior to going to the classroom.
	● After entry, students go directly to their classroom cohort.
	● Staff will be present to monitor students throughout the day and visually screen students for symptoms.
	● Students must go directly to assigned classrooms. There will be no access to the multipurpose room upon arrival as this is a designated teacher workspace.
	
	Sign-In/Sign-Out Procedures:
	● Students entering or leaving the building at times other than arrival or dismissal must be checked out through the main office.
	
	Dismissal:
	Students are let out by individual cohort to reduce crowding in the halls. Students will exit through the front lobby from the school building.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Seating:** Rearrange student desks and other seat spaces *s*o 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.	**Seating:** Classroom tables are arranged with students being at least six feet apart. Students will have assigned seats and will stay in their assigned seats throughout the day. **Materials:** Each classroom will limit sharing of supplies between students. If needed to share, these items will be cleaned between each use. Hand sanitizer and hand washing stations will be available for use by students and staff. Sinks are available in almost all classrooms for cleaning. **Handwashing:** All students and staff will wash with soap and water or use hand sanitizer upon building/classroom entry and exit. Students will wash hands prior to meals and after meals; if not possible, students will use hand sanitizer. Additional hand washing/sanitizing opportunities will be available throughout the school day. Signage at each sink/hand washing station will remind students and staff of

OHA/ODE Requirements	Hybrid/Onsite Plan
• Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	effective handwashing practices. Sinks are available in all classrooms for cleaning. Tissues, hand sanitizer, antibacterial wipes, etc. are provided in the instructional safety zones for instructors and in the classroom area for students.

<p align="center">2g. PLAYGROUNDS, FIELDS, RECESS, BREAKS, AND RESTROOMS</p>

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 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.	Outside areas are not open to the public. Administration will monitor ordinances given by the Governor's Office and "specific guidance for outdoor recreation organizations" under OHA. Students must wash/sanitize hands before and after use of outside equipment. Outside areas and shared equipment for the use of one cohort at a time will be designated when feasible. Disinfect between sessions and between each group's use. The cleaning of equipment will be maintained as per the *Ready Schools, Safe Learners Guidance*. Applying disinfectants safely and correctly following labeling direction as specified by the manufacturer. Outside activities will be constructed around physical distancing and maintaining stable cohorts. Limited number of students and staff will be gathered in shared spaces. See Playgrounds, Fields, Recess and Breaks in "During" an Infectious / Pandemic Plan in Communicable Infectious Disease / Pandemic Plan. PCS COVID-19 Operations Plan - v. Phoenix Charter School's Operation Plan:

<p align="center">2h. MEAL SERVICE/NUTRITION</p>

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.	Face coverings and gloves will be worn at all times while serving meals and when physical distancing cannot be maintained. Students will wash/sanitize hands before obtaining and consuming their meal. Students will remove face coverings during eating and will put face coverings back on after finishing their meals or snacks. Grades 8-12 will have meals delivered to the cohorted classrooms for breakfast and lunch. Upon entering the building, students will sanitize their hands and move to their assigned classroom. Students will wash hands or hand sanitize before and after eating meals.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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 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.	All tables and desks will be cleaned and disinfected between meals. Administration will consult with nutrition services and custodial services when planning schedules around meals as needed. PCS COVID-19 Operations Plan - v. Phoenix Charter School's Operation Plan:

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
	Phoenix Charter School coordinates busing with Roseburg Public Schools, North Douglas County, and South Douglas County for busing of students.
	
	At this time, students will not be transported via Phoenix Charter School's operational vehicles unless deemed necessary.
	
	If necessary, we will adopt all protocols as mandated under the *Ready Schools, Safe Learners* guidance.
	
	Roseburg Public Schools Plan:
	Drivers will wear face coverings. Drivers will be given hand sanitizer.
	
	Drivers will visually screen students as they enter the bus. Students displaying symptoms will be given a face covering and be seated 6 feet away from others. The first three rows of seats behind the driver will be reserved for isolation.
	
	Drivers will use seating charts as logs of students who enter the bus for contact tracing.
	
	Buses will be sanitized between each route.
	
	Seating charts will be used to encourage physical distancing where possible.

OHA/ODE Requirements	Hybrid/Onsite Plan
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.	

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.	All frequently touched surfaces (e.g., outside equipment, door handles, sink handles, flush valves, drinking fountains, and transport vehicles) and shared objects (e.g, toys, games, instructional supplies) will be cleaned between uses at least 3 times daily.

Door handles, desks, and tables will be cleaned between cohort groups and frequently throughout the day.

Ventilation systems will be checked and maintained monthly by maintenance staff. Filters are changed on an as needed basis. All filters are a MERV8 or greater rating. Increased circulation of outdoor air as much as possible is in operation. Ventilation system upgrade is pending to lift the building to be hospital-grade air quality with new systems in the building.

Classrooms and the building are cleaned and disinfected daily with disinfectant approved by OHA and CDC. |
☒ 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.	

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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).	

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 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).	Per OAR 581-022-2220 Health Services, requires the District and School's to "maintain a prevention-oriented health services program for all services." This includes space to isolate sick students and services for students with special health care needs. Isolation rooms have been designated as required. Licensed, experienced health staff are included to determine school health service priorities. Administration will collaborate with health professionals, Aviva Health (SBHC staff), mental and behavioral health providers; physical, occupational, speech, and respiratory therapist (if District Supervising Nurse is unavailable).

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:	Not Applicable

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ 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 • 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 will be practiced on emergency procedures so students and staff can respond as needed. • At minimum, 30 minutes in each school month will be used to instruct students on the emergency procedures for fires, earthquakes, and safety threats. • Fire drills will be conducted monthly. • Earthquake drills will be conducted twice a year. • Safety threats procedures will be conducted related to lockdown, lockout, shelter in place, and evacuation twice a year. Drills will be completed in less than 15 minutes if physical distancing is compromised. Staff are trained prior to students arrival on campus in hybrid. Based on co-horting, students in each cohort will practice and participate in drills; washing hands or hand sanitizing immediately after.
☒ 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	

OHA/ODE Requirements	Hybrid/Onsite Plan
participate in drills (i.e., schedule on different cohort days throughout the year). ☒ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.	

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills. ☒ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. ☒ Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year. ☒ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors. ☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. ☒ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues. ☒ Plan for the impact of behavior mitigation strategies on public health and safety requirements: • Student elopes from area 　o 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. 　o *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. 　o 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. 　o *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.	Trauma informed practices and Sanctuary model via the Andrus Institute is ingrained in our practices in serving students and behavior issues. Proactive and preventative steps are built into the culture of the school and are already in practice. Pathways (Homeroom) Teachers have daily routines building into their classroom to build self-regulations skills. All staff are trained to support de-escalation with students. We have implemented alternatives to restraint and seclusion. A few staff members have been trained in CPI. Staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience. Procedures are built to support the students at all times if a behavior migrates or escalates. All areas used are sanitized after each new student or staff member has entered the spaces available.

OHA/ODE Requirements	Hybrid/Onsite Plan

• 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).
   o 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.	

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2o. PROTECTIVE PHYSICAL INTERVENTION

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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.	All reusable Personal Protective Equipment (PPE) is cleaned and disinfected after each use or episode of physical intervention.

3. Response to Outbreak

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3a. PREVENTION AND PLANNING

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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.	Coordination will be local with Phoenix Charter School with Administration being the main point of contact. Phoenix also follows the Roseburg Public Schools District plan. **Roseburg Public Schools Plan** The District Safety Coordinator attends semiweekly ZOOM meetings with DPHN and other stakeholders in the county. The Roseburg School District has an established emergency response framework with key stakeholders that will assist the district and are within our community. They are as follows: Roseburg Fire Department (541) 492-6770 Roseburg Police Department (541) 492-6760 Douglas County Fire Department District #2 Station 4 (541) 440-3334 Douglas County Fire Department District #2 Station 2 (541) 679-6331 Douglas County Sheriff's Department (541) 440-4463

OHA/ODE Requirements	Hybrid/Onsite Plan
	Mercy Hospital (541) 673- 0611
	Aviva Health (541) 672-9596
	Douglas County Fairgrounds, Contact Dan Hults (541)-957-7010
	Douglas County Public Health Network (DPHN) (541) 440-3571
	Douglas County Community Organizations Active in Disaster "COAD," President--Reed Finlayson (541) 378-7283
	Red Cross Roseburg (541) 378-3253
	When new cases are identified at one of our schools and the incidence is low, DPHN will provide a direct report to the Supervising Nurse, designated staff including the superintendent on the diagnosed case or cases. DPHN will impose restrictions on contacts.
	See Response to Outbreak--Prevention and Planning in "During" An Infectious Disease /Pandemic Plan in Communicable Infectious Disease / Pandemic Plan.
	PCS COVID-19 Operations Plan - v .
	Phoenix Charter School's Operation Plan:

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3b. RESPONSE

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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.	Phoenix Charter School will follow the District's outbreak response procedure. Administration will be in contact with DPHN and the District for any outbreak response.
	If anyone has been on Phoenix's campus and is known to have been diagnosed with COVID-19, Administration will immediately notify the Supervising Nurse, District office, and DPHN. DPHN will be notified about cleaning, disinfecting classroom (s) or possible program closure.
	Account for any cluster of illness (two or more people with similar illness) among staff or students and report to the District and DPHN immediately.
	Phoenix also follows the Roseburg Public Schools District plan.
	Roseburg Public Schools Plan
	When cases are identified in the local region, a response team from the Safety Committee will be assembled and responsibilities assigned within the District.
	The Superintendent will modify, postpone or cancel large school events as coordinated with DPHN and possibly ODE and OHA.
	If there is a school closure implement Short-Term Distance Learning or Comprehensive Distance Learning for all students and staff.
	Continue to provide meals for the students and or Lunchbox Express.
	Communicate criteria through social media and one call that must be met in order for On-site instruction to resume and relevant timelines with families.

OHA/ODE Requirements	Hybrid/Onsite Plan
	See Response to Outbreak--Response in "During" An Infectious Disease / Pandemic Plan in Communicable Infectious Disease / Pandemic Plan. PDF PCS COVID-19 Operations Plan - v . Phoenix Charter School's Operation Plan:

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.	Plan instructional model for Hybrid learning supports all learners in a cohort model and Comprehensive Distance Learning model. All staff as needed, in addition to custodial staff, will clean, sanitize and disinfect surfaces such as outside equipment, door handles, sink handles, drinking fountains and transport vehicles (if used) and follow up to date CDC guidelines for classrooms, cafeteria settings, restrooms and outside areas. Communication with families through social media and one-call about options and efforts to support returning to Hybrid instruction was completed. Followed DPHN and Roseburg Public Schools guidance on bringing students back to "On-site" instruction. Phoenix Charter School followed District guidance as needed and used smaller groups, cohorts and rotating schedules to allow for a safe return to schools. See Recovery and Reentry as well as After an Infectious Disease Outbreak (Recovery) in "After" An Infectious Disease / Pandemic Plan go to Communicable Infectious Disease / Pandemic Plan. PDF PCS COVID-19 Operations Plan - v . Phoenix Charter School's Operation Plan:

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*