



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated September 15, 2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to, school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Tucker Maxon School
Key Contact Person for this Plan	Glen Gilbert and Jennifer Carver
Phone Number of this Person	503-235-6551
Email Address of this Person	glen.gilbert@tuckermaxon.org , jennifer.carver@tuckermaxon.org
Sectors and position titles of those who informed the plan	Executive Director, Principal, Operations Manager, Enrollment Coordinator, Finance Director, teachers and staff, parents, Board of Directors
Local public health office(s) or officers(s)	Multnomah County Health Department
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Jennifer Carver, Principal
Intended Effective Dates for this Plan	September 1, 2020 – June 10, 2021
ESD Region	Not Applicable, private school (MESD)

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.

TMS surveyed parents and teachers separately and held town hall forums for each group. The parents, staff, and Board of Directors reviewed the Blueprint. TMS worked with our teachers to help inform the Blueprint on potentially underserved and marginalized students, especially students who are deaf or hard of hearing.

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. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning

☒ Hybrid Learning

☐ Comprehensive Distance Learning

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

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

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

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

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

ESSENTIAL REQUIREMENTS FOR HYBRID / ON-SITE OPERATIONAL BLUEPRINT

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

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



0. Community Health Metrics

METRICS FOR ON-SITE OR HYBRID INSTRUCTION

- ☐ The school currently meets the required metrics to successfully reopen for in-person instruction in an On-Site or Hybrid model. *If this box cannot yet be checked, the school must return to Comprehensive Distance Learning but may be able to provide some in-person instruction through the exceptions noted below. Elementary schools in Multnomah County do not meet the established metrics to reopen at this time. For K-3 to reopen On-site, Multnomah County must have a case rate of less than 30 cases/100,000 residents in the past three weeks and less than 5% positivity on COVID tests. For grades 4-12 to reopen Onsite, Multnomah County must have a more difficult to obtain case rate of less than 10 cases/100,000 residents in the past three weeks and less than 5% positivity on COVID tests. As of August 8, the State of Oregon had 52 cases/100,000 residents and 5.4% positivity, and Multnomah County had 57 cases/100,000 residents and 4.5% positivity. New data is reported each Monday for the week before. While we hope to reopen Elementary School On-site as soon as possible, Tucker Maxon is planning for Comprehensive Distance Learning at the same time.*

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

- ☐ The school currently meets the exceptions required to provide in-person education for students in grades K-3 (see section 0d(1) of the **Ready Schools, Safe Learners** guidance).
- ☐ The school currently meets the exceptions required to provide limited in-person instruction for specific groups of students (see section 0d(2) of the **Ready Schools, Safe Learners** guidance).
- ☐ The school currently meets the exceptions required for remote or rural schools in larger population counties to provide in-person instruction (see section 0d(3) of the **Ready Schools, Safe Learners** guidance). **Not applicable**
- ☐ The school currently meets the exceptions required for smaller population counties to provide in-person instruction (see section 0d(4) of the **Ready Schools, Safe Learners** guidance). **Not applicable**
- ☐ The school currently meets the exceptions required for schools in low population density counties (see section 0d(5) of the **Ready Schools, Safe Learners** guidance). **Not applicable**
- ☐ The school currently meets the exceptions required for small districts to provide in-person instruction (see section 0d(6) of the **Ready Schools, Safe Learners** guidance). **Not applicable**



1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Implement measures to limit the spread of COVID-19 within the school setting. <input checked="" type="checkbox"/> Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19. <input checked="" type="checkbox"/> Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA. <input checked="" type="checkbox"/> Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan. <input checked="" type="checkbox"/> Process and procedures established to train all staff in sections 1 - 3 of the Ready Schools, Safe Learners guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.	<p>Tucker Maxon School (TMS) will implement all required measures to limit the spread of COVID-19 within the school setting. TMS will, whenever possible, go above and beyond the required measures. For example, TMS will take touchless thermometer temperature checks of staff and students upon entry each day.</p> <p>TMS has developed a Communicable Disease Management Plan (CDMP) to specifically address the prevention of the spread of COVID-19. TMS has designated principal Jennifer Carver to establish, implement, oversee, and enforce physical distancing requirements with students and staff, consistent with this guidance and other guidance from the Oregon Health Authority (OHA).</p> <p>TMS has obtained support in developing this Operational Blueprint from the ODE and OHA's <i>Ready Schools, Safe Learners Guidance for School Year 2020-21</i>.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff. <input checked="" type="checkbox"/> Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas. <input checked="" type="checkbox"/> Process to report to the LPHA any cluster of any illness among staff or students. <input checked="" type="checkbox"/> Protocol to cooperate with the LPHA recommendations. <input checked="" type="checkbox"/> Provide all logs and information to the LPHA in a timely manner. <input checked="" type="checkbox"/> Protocol for screening students and staff for symptoms (see section 1f of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Protocol to isolate any ill or exposed persons from physical contact with others. <input checked="" type="checkbox"/> Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the Ready Schools, Safe Learners guidance). <input checked="" type="checkbox"/> Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit. <ul style="list-style-type: none"> • If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the Ready Schools, Safe Learners guidance), the daily log may be maintained for the cohort. • If a student(s) is not part of a stable cohort, then an individual student log must be maintained. <input checked="" type="checkbox"/> Required components of individual daily student/cohort logs include: <ul style="list-style-type: none"> • Child's name • Drop off/pick up time • Parent/guardian name and emergency contact information • All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student <input checked="" type="checkbox"/> Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed. <input checked="" type="checkbox"/> Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site. <input checked="" type="checkbox"/> Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19. <input checked="" type="checkbox"/> Protocol to respond to potential outbreaks (see section 3 of the Ready Schools, Safe Learners guidance). 	<p>TMS is also following the State's <i>Stay Home, Save Lives</i> order and national CDC guidelines, as applicable. TMS was deemed an Emergency Childcare Center by ODE's Division of Early Learning for camp this summer. Tucker Arts Camp tested safety protocols and procedures with five cohorts for eight weeks this summer without a single case of COVID-19 or exclusion for symptoms. TMS will develop a staff safety and hygiene manual based on this eight-week camp experience.</p> <p>TMS will develop procedures to train all staff in sections 1 - 3 of the Ready Schools, Safe Learners guidance. We are planning two all-day all-staff professional development sessions on Sept. 2-3, 2020 to prepare staff for safe reentry and to learn all new protocols for physical distancing and hygiene. This training will include distancing protocols, hand washing, temperature taking, keeping logs for contact tracing, separation of cohorts, cleaning surfaces, communications (walkie-talkie use) and safe use of face masks and face shields. Any new staff during the year will be trained in the same protocols.</p> <p>Operations Manager & Enrollment Coordinator Patty Smith will notify the Multnomah County Health Department immediately of any confirmed COVID-19 cases among students or staff. Principal Jennifer Carver and Executive Director Glen Gilbert will provide backup for this role.</p> <p>TMS has a plan for systematic disinfection of classrooms, offices, bathrooms and all other areas, during both the school day and overnight with a professional janitorial service.</p> <p>TMS will keep daily classroom student and staff logs and fully cooperate with the Multnomah County Health Department's recommendations, providing all logs and information in a timely manner, when requested.</p> <p>TMS protocol for screening students and staff for symptoms is described in detail in section 1f below. TMS will immediately isolate any ill or exposed persons from physical contact with others. The protocol to isolate any ill or exposed persons from physical contact with others is described in detail below.</p>

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Serve students in high-risk population(s) whether learning is happening through On-Site, Hybrid (partially On-Site and partially Comprehensive Distance Learning models), or Comprehensive Distance Learning models. <p>Medically Fragile, Complex and Nursing-Dependent Student Requirements</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) 	<p>TMS serves students in high-risk populations including students who are deaf and hard of hearing, have dyslexia, and have other learning differences. TMS also serves many students from low to moderate-income families and diverse backgrounds. We will continue to serve students in high-risk populations whether learning is happening On-Site or through Distance Learning.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>defines three levels of severity related to required nursing services:</p> <ol style="list-style-type: none"> 1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services. 2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services. 3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services. <p><input type="checkbox"/> Staff and school administrators, in partnership with school nurses, or other school health providers, should work with interdisciplinary teams to address individual student needs. The school registered nurse (RN) is responsible for nursing care provided to individual students as outlined in ODE guidance and state law:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020. ○ ODE guidance updates for Special Education. Example from March 11, 2020. ○ OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education.' ○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion. 	<p>TMS currently does not have any students enrolled who meet the definition of medically fragile under Oregon law. TMS will follow ORS 336.201 should the need arise.</p> <p>Not Applicable</p> <p>Not Applicable</p> <p>Not Applicable, TMS does not have school nurses or health care providers.</p> <p>Not Applicable</p> <p>Not Applicable</p> <p>Not Applicable</p> <p>Not Applicable</p> <p>Not Applicable</p> <p>Not Applicable</p> <p>Not Applicable</p> <p>Not Applicable</p>

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☑ 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. ☑ 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 (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; do not employ punitive discipline. ☑ Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings. 	<p>TMS has established a minimum of 35 square feet per person (children and adults) when determining all room capacities, calculating only usable classroom space as defined by the <i>Ready Schools, Safe Learners</i> guidance. On June 29, 2020, Finance Director Rick Sorensen measured all rooms. The TMS classroom capacities chart is available upon request.</p> <p>TMS will require physical distancing in all daily activities and instruction, striving to maintain at least six feet between individuals. TMS is fortunate to have small class sizes already, compared to most public schools. Our <u>average</u> class size based on our available space will be 10-12 students.</p> <p>TMS will minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floors and instituting one-way traffic flow in constrained spaces such as hallways. TMS is making modifications to limit the number of students in each building by restricting student cohorts to their classrooms at almost all times, providing separate entrances and exits for each cohort to the greatest extent possible, and designating bathrooms for each cohort, rather than by gender. Students will not be allowed to move individually in the halls without adult supervision. TMS will eliminate hall passes for this reason. Parents will drop students at entrances and not enter the buildings, except in an emergency. Other adults will be restricted from campus entirely (e.g., FedEx delivery, USPS, SMART reading program). TMS will not have school assemblies or large gatherings during this pandemic. The annual Thanksgiving Feast, Spring Concert, and other events will not be held this year.</p> <p>TMS will plan for students who need additional support in learning how to maintain physical distancing requirements, providing instruction and additional reminders, but never employing punitive discipline in instances when students forget to distance. Teachers will model for students how to use their “airplane” hands to help stay apart. TMS will also place markers on the floor for student distancing.</p> <p><u>Elementary school building capacities:</u> Room 4 (was Kindergarten) - 22 people (maximum, ditto all below) Room 12 (was 2-3 grade) - 13 people Room 16 (was Reading support) - 11 people Room 14 (was 4-5 grade) - 11 people Room 11 (was 1st grade) - 11 people If necessary: Room 10 (was Finance/Development office, former classroom) - 11 people Library -16 people (but it’s a pass through space) Room 5 (Principal’s office, conference room) – 5</p> <p><u>Preschool building:</u> Room 20/21 (was Preschool 3) - 17 people Room 22 (was Preschool 2) - 13 people Room 24 (was Preschool 1) - 12 people Room 23 (was Preschool pullout) - 12 people Room 26 (STEAM Lab) - 20 people Room 27 (was EI) - 9 people Room 28 (was SLP) - 5 people Room 25 (was DHH pull out) - 7 people</p> <p>Gym (non-classroom as configured) - 93 people max at 35 sq. feet per person</p>

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☑ Where feasible, establish stable cohorts: groups should be no larger than can be accommodated by the space available to provide 35 square feet per person, including staff. <ul style="list-style-type: none"> • The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. 	<p>TMS will establish stable cohorts for all classes: groups will be no larger than can be accommodated by the space available to provide 35 square feet per person, including adults. See above for capacities. TMS will have <u>small</u> cohorts because we are a <u>small</u> school that traditionally has very <u>small</u> class sizes.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure. ☒ Each school must have a system for daily logs to ensure contact tracing among the cohort (see section 1a of the Ready Schools, Safe Learners guidance). ☒ 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 disinfecting surfaces (e.g., desks, 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, and peers. ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts. 	<p>TMS will not have any single cohort that exceeds a total of 100 people within the educational week. TMS will limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure.</p> <p>TMS will keep a system of daily logs to ensure contact tracing among the cohorts in accordance with <i>Ready Schools, Safe Learners</i> guidance. TMS was able to test a log system for contact tracing during Tucker Arts Camp in the summer of 2020.</p> <p>TMS will minimize interaction between students in different stable cohorts, including access to bathrooms, activities, and common areas. TMS will provide access to gender neutral bathrooms by cohort to minimize interaction between cohorts. TMS will clean and wipe surfaces (e.g., desks, door handles, etc.) maintaining hygiene between multiple student uses, even within the same cohort.</p> <p>TMS will design cohorts so that all students (including those protected under ADA and IDEA) maintain access to general education, grade level learning standards, and peers. TMS was founded in 1947 to provide equity and inclusion for students who are deaf or hard of hearing, and one of its core values is accessibility.</p> <p>The minimal number of TMS staff who interact with multiple stable cohorts (such as music and other special subject instruction) will wash/sanitize their hands for a required minimum of 20 seconds between interactions with different stable cohorts.</p>

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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. ☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. <ul style="list-style-type: none"> • The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer). ☒ Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding. ☒ Provide all information in languages and formats accessible to the school community. 	<p>TMS will develop a communication to staff to be shared at the start of on-site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease. TMS will share its Communicable Disease Management Plan (CDMP) and any other school protocols with all staff.</p> <p>TMS will develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case and consult with the Multnomah County Health Department on what meets the definition of “close contact.” At this time, TMS considers close contact as within six feet with or without a mask.</p> <p>TMS has developed protocols for communicating immediately with staff, families, and the school community when a new case or cases of COVID-19 are diagnosed in students or staff members, including a description of how the School is responding.</p> <p>TMS will provide all information in languages and formats needed to be accessible to everyone in the school community.</p>

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows: <ul style="list-style-type: none"> • Primary symptoms of concern: cough, fever (temperature greater than 100.4°F) or chills, shortness of breath, or difficulty breathing. • Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC. 	<p>TMS will <u>require</u> students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms. Primary COVID-19 symptoms of concern are cough, fever or chills, shortness of breath, or difficulty breathing. Based on the State’s guidance, muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19, but are not enough <u>in isolation</u> to restrict access to school for students or staff. For more information about COVID-19 symptoms, TMS will refer to guidance from the CDC.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. Emergency signs that require immediate medical attention: <ul style="list-style-type: none"> Trouble breathing Persistent pain or pressure in the chest New confusion or inability to awaken Bluish lips or face (lighter skin); greyish lips or face (darker skin) Other severe symptoms <p>☒ Screen all students and staff for symptoms on entry to bus/school every day. This can be done visually and/or with confirmation from a parent/caregiver/guardian. Staff members can self-screen and attest to their own health.</p> <ul style="list-style-type: none"> Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the Ready Schools, Safe Learners guidance) and sent home as soon as possible. See table "Planning for COVID-19 Scenarios in Schools." Additional guidance for nurses and health staff. <p>☒ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See table "Planning for COVID-19 Scenarios in Schools."</p> <p>☒ Staff or students with a chronic or baseline cough that has worsened or is not well-controlled with medication should be excluded from school. Do not exclude staff or students who have other symptoms that are chronic or baseline symptoms (e.g., asthma, allergies, etc.) from school.</p> <p>☒ Hand hygiene on entry to school every day: wash with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.</p>	<p>In addition to COVID-19 symptoms, students and staff should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance.</p> <p>TMS will be on guard and vigilant for emergency symptoms that require immediate medical attention:</p> <ul style="list-style-type: none"> Trouble breathing Persistent pain or pressure in the chest New confusion or inability to awaken Bluish lips or face <p>TMS is planning only one student arriving by bus each day this school year and will make special arrangements to ensure that she is escorted from the bus to her classroom and have her temperature checked.</p> <p>TMS will screen all students and staff for symptoms on entry to school every day. This will be done visually and with confirmation from a parent/caregiver/guardian. Staff will check each other and student temperatures with touchless thermometers before entry each day. Anyone with a temperature of 100.4 or higher, or displaying or reporting the primary symptoms of concern will be isolated (in accordance with section 1i of the Ready Schools, Safe Learners guidance) and sent home as soon as possible. Anyone displaying or reporting the primary symptoms of concern must remain home until 72 hours after fever is gone (without use of fever reducing medicine, such as Tylenol or Ibuprofen) and other symptoms are improving.</p> <p>TMS will follow Multnomah County Health Department advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19 within the preceding 14 calendar days, utilizing the document ODE document <i>Planning for COVID-19 Scenarios in Schools</i>.</p> <p>TMS will exclude from school staff or students with a chronic or baseline cough <u>that has worsened</u> or is not well-controlled with medication. TMS will <u>not</u> exclude staff or students who have other symptoms that are chronic or baseline symptoms, such as asthma, allergies, etc. from school.</p> <p>Upon entry, TMS will require all staff and students to wash their hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. Whenever possible, students and staff will be required to use a sink and soap to wash their hands, rather than hand sanitizer.</p>

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Restrict non-essential visitors/volunteers.</p> <ul style="list-style-type: none"> Examples of essential visitors include DHS Child Protective Services, Law Enforcement, etc. Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. <p>☒ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See table "Planning for COVID-19 Scenarios in Schools."</p> <p>☒ Visitors/volunteers must wash or sanitize their hands upon entry and exit.</p> <p>☒ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.</p>	<p>TMS will restrict non-essential visitors. TMS will not have interns, externs, or other students or fellows on campus this year. TMS will allow very limited numbers of visitors only if six feet of physical distance between all people can be maintained. Examples of essential visitors that will be allowed onto campus include DHS Child Protective Services and Law Enforcement. Deliveries will be made at the front door. Parents of students will not be allowed to enter the campus or buildings, even at drop off and pickup, except under special circumstances. <u>Any visitors</u> will be required to wash or sanitize their hands upon entry and exit. TMS will utilize the ODE document <i>Planning for COVID-19 Scenarios in Schools</i>.</p> <p><u>Any visitors</u> will be required to wear face coverings in accordance with the Multnomah County Health Department and CDC guidelines. TMS will screen <u>any visitors</u> for symptoms upon every entry (including temperature checks and COVID-19 questions) and restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices. ☒ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings. ☒ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time: <ul style="list-style-type: none"> • Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute “sensory break;” <ul style="list-style-type: none"> ○ Students should not be left alone or unsupervised; ○ Designated area or chair should be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use; • Provide additional instructional supports to effectively wear a face covering; • Provide students adequate support to re-engage in safely wearing a face covering; • Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day. ☒ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role. <ul style="list-style-type: none"> • Additional guidance for nurses and health staff. 	<p>All TMS staff will wear face coverings or face shields whenever they are within six feet of students and/or other staff. This includes staff who support personal care or instruction requiring closer physical contact (such as, SLP, Audiologist, and Teacher of the Deaf in pullouts). TMS does not have bus drivers or staff preparing and/or serving meals that sustain close contact and interactions with students. TMS staff will wear face coverings or utilize clear plastic barriers for Audiology, Speech Language Therapy, any Speech Language Therapy Assistants (LEND Fellows), adults providing speech and language therapy, and other close contact tutoring of students who are deaf and hard of hearing or need reading support.</p> <p>TMS office staff will wear face coverings or utilize clear plastic barriers. Other TMS administrative staff will wear face coverings when in close contact (within six feet) with other staff or students. TMS does not have a school nurse. TMS will require students to wear face coverings upon entry to protect our staff.</p> <p>TMS will require K – 5 students to wear face covering or face shield in school. Parents or guardians will provide the face covering or face shield for their child. If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time, TMS will provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15-minute “sensory break.” Students will not be left alone or unsupervised. A designated area or chair will be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use. TMS will provide additional instructional supports to effectively wear a face covering as needed. TMS will provide students adequate support to re-engage in safely wearing a face covering. TMS will not discriminate against or discipline students for their inability to safely wear a face covering during the school day.</p>
<p>Protections under the ADA or IDEA</p>	
<ul style="list-style-type: none"> ☒ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should limit the student’s proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include: <ul style="list-style-type: none"> • Offering different types of face coverings and face shields that may meet the needs of the student. • Spaces away from peers while the face covering is removed; students should not be left alone or unsupervised. • 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. <ul style="list-style-type: none"> • 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: <ol style="list-style-type: none"> 1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student’s plan including on-site instruction with accommodations or adjustments. 2. Placement determinations cannot be made due solely to the inability to wear a face covering. 3. Plans should include updates to accommodations and modifications to support students. 	<p>If a student requires an accommodation to meet the requirement for face coverings, Tucker Maxon will work to limit the student’s proximity to students and staff to the extent possible to minimize the possibility of exposure, by offering different types of face coverings, space away from peers, short periods of the educational day that do not include wearing a face covering, and additional instructional support to effectively wear a face covering.</p> <p>For students with existing medical conditions, doctor’s orders to not wear a face covering, or other health concerns, Tucker Maxon will not deny access to On-Site instruction.</p> <p>Tucker Maxon will comply with the established IEP/504 plan for all of our Deaf and Hard of Hearing students prior to the closure of in-person instruction in March 2020.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> 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: <ol style="list-style-type: none"> Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan. The team must determine that the disability is not prohibiting the student from meeting the requirement. <ul style="list-style-type: none"> If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability, If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning. <p>☒ For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.</p> <p>☒ If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.</p>	<p>For students not currently served under an IEP or 504, TMS will consider whether or not student's inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.</p> <p>If a staff member requires an accommodation for the face covering or face shield requirements, TMS will work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure. Many administrative staff will continue to work from home, wherever possible.</p>

1i. ISOLATION AND QUARANTINE

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.</p> <p>☒ Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day.</p> <ul style="list-style-type: none"> Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. Consider required physical arrangements to reduce risk of disease transmission. Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. Additional guidance for nurses and health staff. <p>☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school</p>	<p>TMS has adopted protocols for monitoring for COVID-19 testing of students and staff, as well as exclusion and isolation protocols for sick students and staff whether identified at arrival to school or at any time during the school day. Please refer to the TMS CDMP.</p> <p>As a very small school, TMS does not have a school nurse. TMS will utilize medical and epidemiological experts to determine necessary modifications to areas where staff or students will be isolated when establishing protocols. TMS will consider required physical arrangements to reduce risk of disease transmission, including 35 square feet per person and strive to maintain six-foot distances between students and students, and students and staff. TMS will plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. If two students present COVID-19 symptoms at the same time, they will be isolated at once. If separate rooms are not available, TMS will ensure that six feet distance is maintained. TMS will not assume they have the same illness.</p> <p>Not applicable</p> <p>Students and staff who report or develop symptoms will be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by school staff until they are able to go</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.</p> <ul style="list-style-type: none"> • School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. • After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. • If able to do so safely, a symptomatic individual should wear a face covering. • To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing. <ul style="list-style-type: none"> ☒ 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. 	<p>home. Anyone providing supervision and symptom monitoring will wear appropriate face covering or face shields.</p> <p>Staff in close contact with symptomatic individuals (less than 6 feet) must wear a medical-grade face mask. Other Personal Protective Equipment (PPE), including face shields, will be provided depending on symptoms and care needed. TMS will consult with health care professionals regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual will be properly removed and disposed of prior to exiting the care space, and the staff member will wash their hands for 20 seconds after removing PPE. If able to do so safely, any symptomatic individual will wear a face covering while isolated. To reduce fear, anxiety, or shame related to isolation, staff will provide the student and their classmates a clear explanation of procedures during isolation, including use of PPE and handwashing.</p> <p>TMS will contact parents or guardians to transport students who are sick to their home or to a healthcare facility. TMS will establish procedures for safely transporting any staff person who is sick to their home or to a healthcare facility, including contacting their emergency contact to provide transport, or 911 in an emergency, if needed.</p> <p>Staff and students who are ill should stay home from school and will be sent home if they become ill at school, particularly if they have COVID-19 symptoms.</p> <p>TMS will refer to the table in the ODE document <i>Planning for COVID-19 Scenarios in Schools</i>.</p> <p>Symptomatic staff or students must seek COVID-19 testing from their regular physician or through the local public health authority. If they have a positive COVID-19 viral antigen test result, the person must remain home for at least 10 days after illness onset. A person may return to school when they have received two subsequent negative COVID-19 viral tests at least 24 hours apart and 72 hours after their fever is gone (less than 100.4 degrees), without use of fever reducing medicine, and other symptoms are improving.</p> <p>If a person has a negative COVID-19 viral test and they have tested negative multiple times, they must remain home until 24 hours after the fever is gone, without use of fever reducing medicine, and other symptoms are improving.</p> <p>If a person who has an identified positive alternative diagnosis (e.g., a positive strep throat test), then the usual disease-specific return to school guidance will be followed. A person must be fever free for 24 hours, without use of fever reducing medicine, and other symptoms are improving. A physician's note is required to return to school, to ensure the person is not contagious.</p> <p>If symptomatic staff or students do not undergo COVID-19 testing, that person should remain home until 72 hours after fever is gone (less than 100.4 degrees), without use of fever reducing medicine, and other symptoms are improving.</p> <p>TMS will involve volunteers with medical experience in development of protocols and assessment of symptoms. TMS will record and monitor students and staff who are isolated or sent home for Multnomah County Health Department review.</p>



2. Facilities and School Operations

Some activities and areas will have a higher risk for spread (e.g., band, choir, science labs, locker rooms). When engaging in these activities within the school setting, schools will need to consider additional physical distancing or conduct the activities outside (where feasible). Additionally, schools should consider sharing explicit risk statements for instructional and extra-curricular activities requiring additional considerations (see section 5f of the **Ready Schools, Safe Learners** guidance).

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.	Not Applicable
<input type="checkbox"/> The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: <ul style="list-style-type: none">• The ADM enrollment date for a student is the first day of the student's actual attendance.• A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year.• If a student does not attend during the first 10 session days of school, the student's ADM enrollment date must reflect the student's actual first day of attendance.• Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM.	Not Applicable
<input type="checkbox"/> If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended.	Not Applicable
<input type="checkbox"/> When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll.	
<input type="checkbox"/> Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.	
<input type="checkbox"/> When a student has a pre-excused absence or COVID-19 absence, the school district should reach out to offer support at least weekly until the student has resumed their education.	
<input type="checkbox"/> When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.	

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<input type="checkbox"/> Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).	Not Applicable
<input type="checkbox"/> Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).	Not Applicable
<input type="checkbox"/> Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present.	Not Applicable
<input type="checkbox"/> Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance.	Not Applicable
<input type="checkbox"/> Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.	Not Applicable

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the Ready Schools, Safe Learners guidance).	TMS will develop procedures for cleaning and sanitizing protocols for all equipment used by more than one individual. (See section 2d of the <i>Ready Schools, Safe Learners</i> guidance). Students will not share assigned Chromebooks and other technology. TMS has procedures for return, inventory, updating, and redistributing school owned devices that meet physical distancing requirements. The TMS technology manager will plan all technology resources in advance.
<input checked="" type="checkbox"/> Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
<input checked="" type="checkbox"/> Handwashing: All people on campus should be advised and encouraged to wash their hands frequently.	<ul style="list-style-type: none"> • Handwashing: All people at school will be required to wash their hands at a minimum once per hour. TMS may establish an hourly or regular bell reminder system to remind everyone to wash hands. Students will be required to wash hands or use hand sanitizer upon entry. • Equipment: TMS will develop procedures for cleaning and sanitizing protocols for all equipment used by more than one individual. The procedures will strictly limit sharing of any equipment and other items. Students will be assigned and will not share Chromebooks and other technology. • Events: TMS will not have field trips, assemblies, sports, practices, special performances, school-wide parent meetings or any other large gatherings in order to maintain requirements for physical distancing. • Transitions/Hallways: TMS will limit movement as much as possible within the hallways. TMS will create hallway procedures to promote physical distancing and minimize gatherings, including one-way arrows on each side of hallways. • Personal Property: TMS will establish policies for personal property being brought to school (e.g., water bottles). These items must be labeled prior to entering school and used only by their owner.
<input checked="" type="checkbox"/> Equipment: Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.	
<input checked="" type="checkbox"/> Events: Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing.	
<input checked="" type="checkbox"/> Transitions/Hallways: Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.	
<input checked="" type="checkbox"/> Personal Property: Establish policies for personal property being brought to school (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.	

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures. ☒ Create schedule(s) and communicate staggered arrival and/or dismissal times. ☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the <i>Ready Schools, Safe Learners</i> guidance). ☒ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern. <ul style="list-style-type: none"> • Eliminate shared pen and paper sign-in/sign-out sheets. • Ensure hand sanitizer is available if signing children in or out on an electronic device. ☒ Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible. 	<p>TMS will enforce physical distancing, stable cohorts, square footage, and cleaning requirements during arrival and dismissal procedures.</p> <p>TMS will stagger arrival and/or dismissal times for elementary and preschool divisions (8:15 AM, 8:30 AM arrivals, and 2:30, 2:45 PM dismissal) and inform parents and guardians of any changes. Kindergarten may start 10-15 minutes later to help avoid entry traffic jams. TMS will consider additional stagger of arrival and/or dismissal within these divisions as needed.</p> <p>TMS will assign students or cohorts to separate entrances and assign staff members to conduct touchless temperature checks and visual screenings (see section 1f of this Blueprint for Reentry). Before entry, parents dropping off children will be asked if their child “In the last 24 hours, has experienced a fever, cough, shortness of breath, sore throat, muscle aches, loss of sense of smell or taste, or been exposed to anyone diagnosed with COVID-19?” TMS will consider a visual to help with entry protocols. Before entering, staff will be asked the same questions in person or with an online form and have their temperature checked in the foyer or front office.</p> <p>TMS will have a sign-in/sign-out protocol to facilitate contact tracing, eliminating shared pen and paper use for sign-in/sign-out sheets. TMS will provide hand sanitizer dispensers near all entry doors and other high-traffic areas. TMS will establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible. Parents will drop off students outside the buildings rain or shine.</p>

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Seating: Rearrange student desks and other seat spaces so that staff and students’ physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. ☒ Materials: Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. ☒ Handwashing: Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately. <ul style="list-style-type: none"> • Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. 	<p>Seating: TMS will rearrange student seating and or desks to be at least six feet apart, assigning seating so students are in the same seat at all times.</p> <p>Materials: TMS will eliminate community supplies whenever possible (e.g., scissors, pencils, etc.). Students will bring their own private supplies in a labeled container. TMS will clean its own supplies frequently. TMS will provide hand sanitizer and tissues for use by students and staff.</p> <p>Handwashing: TMS will remind students and staff through signage and constant reminders from staff of the utmost importance of hand hygiene and respiratory etiquette, which means covering coughs and sneezes with an elbow or a tissue. Tissues will be disposed of and hands washed or sanitized immediately. Staff and students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. Hand sanitizer will be seen as a backup option when soap and water at a sink are not readily available.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). ☒ After using the restroom, students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff. ☒ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol. ☒ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with CDC guidance. ☒ Cleaning requirements must be maintained (see section 2j of the Ready Schools, Safe Learners guidance). ☒ Maintain physical distancing requirements, stable cohorts, and square footage requirements. ☒ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). ☒ Design recess activities that allow for physical distancing and maintenance of stable cohorts. ☒ Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. ☒ Limit staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults. 	<p>TMS will keep the school playground closed to the general public and parents.</p> <p>After using the restroom, students will wash hands with soap and water for 20 seconds. Soap will be available to students and staff.</p> <p>Students will wash hands with soap and water for 20 seconds or if a sink and soap are not available, use alcohol-based hand sanitizer with 60-95% alcohol before and after using playground equipment.</p> <p>TMS will designate playground and shared equipment solely for the use of one cohort at a time. TMS will disinfect between uses and between each cohort's use, as well as daily.</p> <p>TMS will follow all playground cleaning requirements in section 2j of the <i>Ready Schools, Safe Learners</i> guidance.</p> <p>Students and staff will maintain physical distancing requirements, stable cohorts, and square footage requirements on the playground.</p> <p>TMS will restrict access to certain playground equipment (monkey bars, etc.) and mark restricted areas with signage.</p> <p>TMS will design recess activities that allow for physical distancing and maintenance of stable cohorts.</p> <p>TMS staff will clean outdoor equipment daily or between uses as much as possible in accordance with CDC guidance.</p> <p>The TMS staff lunchroom and copy room areas and workspaces will be limited to single person usage at a time, maintaining six feet of distance between adults.</p>

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Include meal services/nutrition staff in planning for school reentry. ☒ Prohibit self-service buffet-style meals. ☒ Prohibit sharing of food and drinks among students and/or staff. ☒ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. ☒ Staff serving meals and students interacting with staff at mealtimes must wear face shields or face covering (see section 1h of the Ready Schools, Safe Learners guidance). ☒ Students must wash hands with soap and water for 20 seconds <u>or</u> use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after. ☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items). ☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. ☒ Adequate cleaning and disinfection of tables between meal periods. ☒ Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces. 	<p>TMS will not provide meals or snacks of any kind for students. Students will be required to bring all of their own food and drinks to school this year. TMS will prohibit self-service buffet-style meals and 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.</p> <p>Students will wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before and after meals.</p> <p>Staff overseeing student meals or snacks will wear face shields or face covering (see section 1h of the <i>Ready Schools, Safe Learners</i> guidance).</p> <p>TMS will send home any food related items (e.g., plates, utensils, transport items) to be cleaned at home. TMS will clean any of its own items in the dishwasher for sterilization.</p> <p>TMS will clean and sanitize any food touch-points such as counters between stable cohorts. TMS will clean all tables between meal periods.</p> <p>Staff will eat their snacks and meals independently from each other and not in the staff room when other people are present. Staff can make use of outside picnic table areas or their classroom/office when no one else is present.</p>

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service. 	<p>TMS will not have students that take school buses to school this year (with the potential of one exception). TMS will arrange for any bus drop off to be at the</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ 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). ☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should be done at the time of arrival and departure. <ul style="list-style-type: none"> • If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student. <ul style="list-style-type: none"> ○ The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible. ○ The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected. • If arriving at school, notify staff to begin isolation measures. <ul style="list-style-type: none"> ○ If transporting for dismissal and the student displays an onset of symptoms, notify the school. ☒ 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 wear face shields or face coverings when not actively driving and operating the bus. ☒ 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 or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the Ready Schools, Safe Learners guidance to transportation settings. 	<p>appropriate entrance for that particular cohort and a staff escort will bring the student into their classroom. Bus cleaning will be provided by the Services District that provides the service.</p> <p>If a student is transported to and from TMS by school bus, TMS will 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).</p> <p>Not Applicable. Tucker Maxon does not provide transportation services.</p> <p>Not Applicable. Tucker Maxon does not provide transportation services.</p> <p>Not Applicable. Tucker Maxon does not provide transportation services.</p> <p>Not Applicable. Tucker Maxon does not provide transportation services.</p>

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. ☒ Clean and disinfect playground equipment at least daily or between uses as much as possible in accordance with CDC guidance. ☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ☒ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. ☒ Schools with HVAC systems should evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems should, to the extent possible, increase natural ventilation by opening windows and doors before students arrive and after students leave, and while students are present. 	<p>TMS will clean, sanitize, and disinfect frequently touched surfaces (e.g. playground equipment, door handles, sink handles, drinking fountains) and shared objects (any toys, games, art supplies) between uses multiple times per day. TMS will maintain clean and disinfected student spaces, including classrooms, cafeteria settings, restrooms, and playgrounds according to CDC guidance.</p> <p>TMS will clean and disinfect playground equipment at least daily or between uses as much as possible in accordance with CDC guidance.</p> <p>TMS will apply disinfectants safely and correctly following directions specified by the manufacturer. TMS will keep these products away from students.</p> <p>TMS will evaluate its new HVAC system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the greatest extent possible. TMS will also increase natural ventilation by opening windows and doors before students arrive and after students leave, and while students are present. TMS will operate its brand new ventilation systems properly and/or increase circulation of outdoor air as much as possible by operating at 100% fresh air, opening windows and doors, and using fans for outdoor flow. TMS will not use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. TMS staff will not use standalone fans if doors and windows are closed and the fans are recirculating but not replacing the classroom air.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Consider running ventilation systems continuously and changing the filters more frequently. Do <u>not</u> use fans if they pose a safety or health risk, such as increasing exposure to pollen/allergies or exacerbating asthma symptoms. Consider using window fans or box fans positioned in open windows to blow fresh outdoor air into the classroom via one window, and indoor air out of the classroom via another window. Fans should not be used in rooms with closed windows and doors, as this does not allow for fresh air to circulate. <input checked="" type="checkbox"/> Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. <input checked="" type="checkbox"/> Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces). <input checked="" type="checkbox"/> Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance). 	<p>TMS added increased ventilation throughout the entire school in summer 2020, including areas where students with special health care needs may receive medication or treatments.</p> <p>TMS facilities will be cleaned and disinfected by an external custodial service at least daily to prevent transmission of the virus from surfaces in accordance with the CDC's guidance on disinfecting public spaces.</p> <p>In summer 2020, TMS replaced all HVAC equipment in both buildings to increase air circulation and filtration to help reduce airborne viruses. TMS considered modification and enhancement of building ventilation based on the CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance, including more frequent air exchanges and MERV 13 level filtration.</p>

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> OAR 581-022-2220 Health Services, requires districts to "maintain a prevention-oriented health services program for all students" including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs. <input checked="" type="checkbox"/> Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC). 	<p>As feasible, TMS will 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. As a small school, TMS does not have a school nurse. TMS will provide a space to isolate sick students and provide services for students with special health care needs.</p> <p>TMS will have licensed, experienced medical professionals, including doctors, review this Operational Blueprint, and where feasible for a small, independent school, will collaborate with other health professionals.</p>

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: <ul style="list-style-type: none"> • Contact tracing • The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. • Quarantine of exposed staff or students • Isolation of infected staff or students • Communication and designation of where the "household" or "family unit" applies to your residents and staff <input type="checkbox"/> Review and take into consideration CDC guidance for shared or congregate housing: <ul style="list-style-type: none"> • Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible • Ensure at least 64 square feet of room space per resident • Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary; • Configure common spaces to maximize physical distancing; • Provide enhanced cleaning; 	<p>Not Applicable</p> <p>Not Applicable</p> <p>Not Applicable</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs. 	

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
<p><input type="checkbox"/> In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies.</p> <ul style="list-style-type: none"> At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. Fire drills must be conducted monthly. Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year. <p><input checked="" type="checkbox"/> Drills can and should be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency. For example, a fire drill should be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill.</p> <p><input checked="" type="checkbox"/> When or if physical distancing must be compromised, drills must be completed in less than 15 minutes.</p> <p><input checked="" type="checkbox"/> Drills should not be practiced unless they can be practiced correctly.</p> <p><input checked="" type="checkbox"/> Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.</p> <p><input checked="" type="checkbox"/> If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year).</p> <p><input checked="" type="checkbox"/> Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.</p>	<p>TMS will set aside at least 30 minutes in each school month to instruct students on the emergency procedures for fires, earthquakes and safety threats.</p> <p>Fire drills will be conducted monthly.</p> <p>Earthquake drills will be conducted two times per year.</p> <p>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 will be conducted two times per year.</p> <p>Drills will be carried out <u>as close as possible</u> to the procedures that would be used in an actual emergency.</p> <p>If appropriate and practicable, COVID-19 physical distancing measures will be implemented, but only if they do not compromise the drill</p> <p>When or if physical distancing must be compromised, drills will be completed in less than 15 minutes.</p> <p>Drills will be practiced until they can be practiced correctly.</p> <p>Staff will be trained on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement.</p> <p>Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.</p>

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

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ☒ Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills. ☒ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment. ☒ Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year. ☒ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors. ☒ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. ☒ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues. ☒ Plan for the impact of behavior mitigation strategies on public health and safety requirements: <ul style="list-style-type: none"> • Student elopes from area <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand... How can I help?") to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in behavior that requires them to be isolated from peers and results in a room clear. <ul style="list-style-type: none"> ○ If students leave the classroom: <ul style="list-style-type: none"> ● Preplan for a clean and safe alternative space that maintains physical safety for the student and staff ● Ensure physical distancing and separation occur, to the maximum extent possible. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff. ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. • Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior). <ul style="list-style-type: none"> ○ If staff need to intervene for student safety, staff should: <ul style="list-style-type: none"> ● Maintain student dignity throughout and following the incident. 	<p>TMS staff will 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.</p> <p>TMS will take proactive/preventative steps to reduce antecedent events and triggers within the school environment. TMS staff will be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Staff will adjust antecedents where possible to minimize student and staff dysregulation and recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.</p> <p>TMS will 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.</p> <p>TMS staff are or will be trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion. TMS 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.</p> <p>TMS will plan for the impact of behavior mitigation strategies on public health and safety requirements. (See examples on left)</p> <p>If unexpected interaction with other stable cohorts occurs, staff will be required to note those contacts in the appropriate contact logs.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> ● Use empathetic and calming verbal interactions (i.e. “This seems hard right now. Help me understand... How can I help?”) to attempt to re-regulate the student without physical intervention. ● Use the least restrictive interventions possible to maintain physical safety for the student and staff ● Wash hands after a close interaction. ● Note the interaction on the appropriate contact log. <ul style="list-style-type: none"> ○ *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs. <p>☒ Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.</p> <p>Protective Physical Intervention</p> <p>☒ Reusable Personal Protective Equipment (PPE) must be cleaned/sanitized after every episode of physical intervention (see section 2j of the Ready Schools, Safe Learners guidance: Cleaning, Disinfection, and Ventilation).</p>	<p>If unexpected interaction with other stable cohorts occurs, staff will be required to note those contacts in the appropriate contact logs.</p> <p>All spaces unexpectedly used to deescalate behaviors will be appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.</p> <p>TMS will clean and sanitize all reusable Personal Protective Equipment (PPE) after every episode of physical intervention (under section 2j of the Ready Schools, Safe Learners guidance: Cleaning, Disinfection, and Ventilation).</p>



3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Review the “Planning for COVID-19 Scenarios in Schools” toolkit.</p> <p>☒ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.</p>	<p>TMS will utilize ODE’s <i>Planning for COVID-19 Scenarios in Schools</i> toolkit. TMS will submit this Blueprint to schoolplans@multco.us and coordinate with the Local Public Health Authority (LPHA) at the Multnomah County Health Department to establish communication channels related to current transmission levels and establish a specific emergency response framework with key stakeholders. Our primary contact at the LPHA is currently Greg Belisle, Multnomah County Emergency Operations, School Liaison. If new cases are identified in the school setting, and the incidence is low, the LPHA will provide a direct report to designated senior staff, on the diagnosed case(s). The Multnomah County Health Department may impose restrictions on contacts and decide whether a cohort or the school will remain open or close.</p>

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
<p>☒ Review and utilize the “Planning for COVID-19 Scenarios in Schools” toolkit.</p> <p>☒ Ensure continuous services and implement Comprehensive Distance Learning.</p> <p>☒ Continue to provide meals for students.</p>	<p>TMS will utilize ODE’s <i>Planning for COVID-19 Scenarios in Schools</i> toolkit. TMS will follow the school’s outbreak response protocol and coordinate with the Multnomah County Health Department for any outbreak response. If anyone who has been on campus is known to have been diagnosed with COVID-19, TMS will report the case to and consult with the Multnomah County Health Department regarding cleaning and possible classroom or program closure.</p> <p>TMS does not provide meals for students.</p> <p>TMS will report to the Multnomah County Health Department any cluster of illness (2 or more people with similar illness) among staff or students. If cases are identified in the local region or at the school, the TMS response team (including the Senior Leadership Team and division lead teachers) will be assembled and responsibilities assigned to members of the team, including hygiene, communications, cleaning, etc.</p>

OHA/ODE Requirements	Hybrid/Onsite Plan
	<p>TMS will cancel all large school events this school year, including the Thanksgiving Feast and Spring Concert.</p> <p>If the school must close, TMS will move immediately to implement a Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students. Technology will be mobilized according to our IT plan, so all teachers have needed equipment for distance learning.</p> <p>After a closure, TMS will communicate criteria that must be met in order for On-Site instruction to resume and a relevant timeline with families.</p>

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
<ul style="list-style-type: none"> <input type="checkbox"/> Review and utilize the "Planning for COVID-19 Scenarios in Schools" toolkit. <input type="checkbox"/> Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. <input type="checkbox"/> When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools. 	<p>TMS will utilize ODE's <i>Planning for COVID-19 Scenarios in Schools</i> toolkit. TMS will plan instructional models that support all learners for both On-site and Distance Learning, and be prepared to move back and forth between both models as needed. TMS will likely close the preschool if Distance Learning becomes necessary since TMS cannot provide necessary childcare remotely. TMS may consider applying to the State to provide Emergency Childcare in that instance.</p> <p>TMS will clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains) and follow CDC guidance for classrooms, restrooms, and playgrounds.</p> <p>TMS will communicate with families about options and efforts to support returning to On-Site instruction and follow the Multnomah County Health Department's guidance to begin bringing students back into On-Site instruction.</p> <ul style="list-style-type: none"> • Reopening may include smaller cohorts and rotating schedules to allow for a safe return to schools.