OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

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

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Dayton Grade School
Key Contact Person for this Plan	Dana Symons
Phone Number of this Person	503-864-2217
Email Address of this Person	dana.symons@dayton.k12.or.us
Sectors and position titles of those who informed the plan	Dr. Steve Sugg, Superintendent Dana Symons, DGS Principal Monte Blackburn, 2nd grade classroom teacher Amanda Dallas, Dean of Students Amanda Den, 5th grade teacher Lauri Douthit, parent of kinder, 2nd and 3rd graders Maria Gonzalez, parent of incoming kinder and 3rd grader Norma Huettl, Foods Services Manager Tonya Hill, Instructional Coach Crystal Mack, K classroom teacher Brianna McCarthy, 3rd grade teacher Sierra Nordahl, SpEd Teacher, Structured Learning Center Melissa Putman, Administrative Assistant Tim Spidal, 5th grade teacher
Local public health office(s) or officers(s)	Yamhill County the Local Health Department (LHD)
Name of person, designated to Establish, Implement and Enforce Physical Distancing Requirements	Dana Symons
Intended Effective Dates for this Plan	August 31, 2020
ESD Region	WESD

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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.

> Our focus team consisted of two parents who represent multiple facets of our community including special education and English learners. These parents are also very active in the community serving as leaders among key groups of community members.

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 3-15 in the initial template) and submit online. (https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a) by August 15, 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.
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.
Not applicable. We are not providing instruction through Comprehensive Distance Learning.

[Complete after June 30, 2020 when Comprehensive Distance Learning Guidance is released by ODE.] Describe how your school's model aligns to the Comprehensive Distance Learning Guidance.
Not applicable. We are not providing instruction through Comprehensive Distance Learning.

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.
Not applicable. We are not providing instruction through Comprehensive Distance Learning.

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.

1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Implement measures to limit the spreads of COVID-19 within the school setting.
☒ Update written Communicable Disease Management Plan to specifically address the prevention of the spread of COVID-19.
☒ Designate a person at each school to establish, implement and enforce physical distancing requirements, consistent with this guidance and other guidance from OHA.
☒ Include names of the LPHA staff, school nurses, and other medical experts who provided support and resources to the district/school policies and plans. Review relevant local, state, and national evidence to inform plan.
☒ Process and procedures 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.
☒ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff.
☒ Plans for systematic disinfection of classrooms, offices, bathrooms and activity areas.
☒ Process to report to the LPHA any cluster of any illness among staff or students.
☒ Protocol to cooperate with the LPHA recommendations and provide all logs and information in a timely manner.
☒ Protocol for screening students and staff for symptoms (see section 1f of the *Ready Schools, Safe Learners* guidance).
☒ Protocol to isolate any ill or exposed persons from physical contact with others.
☒ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the *Ready Schools, Safe Learners* guidance).
☒ Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official.
   ● If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the *Ready Schools, Safe Learners* guidance), the daily log may be maintained for the cohort.
   ● If a student(s) is not part of a stable cohort, then an individual student log must be maintained.
 	
☒ Required components of individual daily student/cohort logs include:
   ● Child's name
   ● Drop off/pick up time
   ● Parent/guardian name and emergency contact information
   ● All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student
 	
☒ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.
☒ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.
☒ Protocol to respond to potential outbreaks (see section 3 of the *Ready Schools, Safe Learners* guidance).
	Dayton School District Communicable Disease plan is linked here.
	
	● **Daily Logs- Contents and Maintenance**: Daily logs for student cohorts shall be created and stored for each student cohort (transportation, on-site limited in person cohort, hybrid cohort, intervention cohort). Such logs may be kept electronically or shall be kept at the front office of each school and shall be delivered to each front office each day. Bus records from school-home trips shall be delivered with the home-school records each morning. Once received, such logs shall be scanned into a daily log folder kept on the Google Drive. These logs will be maintained in the online storage system of Drive through October 1st of 2021 at a minimum. This drive shall be shared directly with the Yamhill CountyPublic Health Department and may be used as needed for contract tracing purposes. Possibly pursuing a MOU will be signed by the Yamhill County Public Health Department agreeing to privacy requirements and serve as a contracted partner for FERPA purposes (clarify equity and access questions for special populations).
	● All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers shall be logged along with their cohort interactions.
	
	Screening:
	● Each cohort shall be assigned an entry meeting location. Staff will be assigned to each meeting location and will screen students each morning prior to entering classroom
	● When the screening indicates that a student may be symptomatic, the student is directed to the designated staff where the staff will follow the isolation and screening protocols identified in the pandemic and COVID-19 plans and follow directions provided by Yamhill County Health.
	● Handwashing stations or hand-sanitizers will be placed by each entrance prior to student entrance to classes, or students will utilize classroom stations to wash hands.
	
	Disinfection: Disinfection shall occur daily in each classroo and between cohorts. Restrooms, doorknobs, and isolation rooms shall be cleaned multiple times per day and logs of cleaning will be maintained by custodial staff. LPH recommendations for cleaning and sanitizing will be followed and the plan will be revised accordingly as needed and directed.
	
	Outbreak Response: In the event of an outbreak, Superintendent Sugg will work directly with Yamhill County Public Health to implement plan and make any updates/changes as may be necessary as per guidance from LPH

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ 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.

Medically Fragile, Complex and Nursing-Dependent Student Requirements

☒ All districts must account for students who have health conditions that require additional nursing services. Oregon law (ORS 336.201) defines three levels of severity related to required nursing services:
1. Medically Complex: Are students who may have an unstable health condition and who may require daily professional nursing services.
2. Medically Fragile: Are students who may have a life-threatening health condition and who may require immediate professional nursing services.
3. Nursing-Dependent: Are students who have an unstable or life-threatening health condition and who require daily, direct, and continuous professional nursing services.

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

Students: All students (through parental/guardian confirmation) will be given the opportunity to self-identify as vulnerable or living with a vulnerable family member.
- All students identified as vulnerable, either by a physician, or parent/guardian notification, willhave the option to be enrolled in online instruction.
- Students who experience disability will continue to receive specially designed instruction.
- Students with language services will continue to receive English Language Development.

Visitors/Volunteers
- Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all space in the calculation. ☒ Support physical distancing in all daily activities and instruction, striving to maintain at least six feet between individuals. ☒ 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; don't employ punitive discipline.	Overall: ● Remove extra furniture to make more room ● Removing fabric-covered furniture ● Assign seating to maximize physical distancing and minimize physical interaction. **Students in grades Kindergarten (KG)-5** – **Additional Considerations:** Special education services will be planned and provided by Case Manager in collaboration. SDI will follow federal and state guidance may be push-in, pull-out and/or co-taught lessons with special education and general education staff. Staff will work to keep parents updated on service models. Review itinerant staff services to maintain physical distancing. If physical distancing cannot be maintained with direct services, the IEP team will convene to determine appropriate next steps. **Itinerant Speech/Language Pathologist**: There will be a space designated for speech and language cohort groups. SLP provided face-shield or plexiglass partition. **Students in grades K-5** will be assigned a classroom teacher and will remain with this classroom teacher, and cohort for the day. a master schedule will be created to coordinate staff and student breaks without mixing cohorts. Cohorts will be assigned to teachers to allow for the 35 square feet/person to be followed. Classroom teachers and students aged five and up will wear face-coverings. Teachers interacting with multiple cohorts (for example, those providing online teacher prep coverage) shall wear masks and may use zoom to reduce contact. **Music teacher**: If able to staff music, schedule rotations into classrooms for music instruction. Dayton Grade School will not have band or choir for the 2020-21 school year. **PE Instruction:** If able to staff PE, schedule PE classes in the gymnasium, outside, or in classrooms with cohort groups; provide enough time for cleaning and sanitization between groups if using common spaces.

1d. COHORTING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ 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. ● The smaller the cohort, the less risk of spreading disease. As cohort groups increase in size, the risk of spreading disease increases. ☒ Each school must have a system for daily logs to ensure contract tracing among the cohort (see section 1a of the *Ready Schools, Safe Learners* guidance). ☒ Minimize interaction between students in different stable cohorts (e.g., access to restrooms, activities, common areas). Provide access to All Gender/Gender Neutral restrooms. ☒ Cleaning and wiping 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 learning standards, and peers. ☒ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	Below are the identified stable cohorts to ensure capability for contact-tracing. **1) Transportation Cohort** ● This is a stable group of students each day. ● Stable groups can be varied by AM/PM routes. ● Updated contact-tracing logs are required for each run of a route. **2) Kindergarten - 5th Grade Classroom Cohorts** ● These grade-level cohorts are maintained and stable. . **3) Speech and Language Cohort** ● This stable group is maintained as much as possible. Note in the event the stable cohort is changed, the SLP will need to update the contact-tracing log. **NOTE:** Staff who interact with multiple stable cohorts will be documented on daily logs. Due to the instructional model used, there is not a need for cohorts in Band, Special Education services, EL services, or PE.

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Develop a letter or 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. 　● Consider sharing school protocols themselves. ☒ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case. 　● Consult with your LPHA on what meets the definition of "close contact." ☒ 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.	Communication: 　● The district (w/school nurse) will develop communication to staff, students and families on the infection control measures being implemented to prevent spread of disease (see communicable disease plan) 　● The district (w/school nurse) will develop protocols for communicating with anyone who has come into close/sustained contact with a confirmed case or when a new case has been confirmed and how the district is responding. 　● The district (w/school nurse) will update communicable disease plan with communication protocols. 　● A letter outlining the instructional model, the rationale and the vision behind it and specific infection control measures will be shared with all families in their native language through print and electronically when available. 　● Additional communications regarding protocols will be shared with families and staff prior to the return to in-person instruction. 　● Updated communications will be provided in native languages as plans are adjusted as required throughout the school year.

1f. ENTRY AND SCREENING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Direct students and staff to stay home if they, or anyone in their homes or community living spaces, have COVID-19 symptoms. COVID-19 symptoms are as follows: 　● Primary symptoms of concern: cough, fever 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, but are not enough in isolation to deny entry. More information about COVID-19 symptoms is available from CDC. 　● In addition to COVID-19 symptoms, students should be excluded from school for signs of other infectious diseases, per existing school policy and protocols. See pages 9-12 of OHA/ODE Communicable Disease Guidance. 　● Emergency signs that require immediate medical attention: 　　o Trouble breathing 　　o Persistent pain or pressure in the chest 　　o New confusion or inability to awaken 　　o Bluish lips or face 　　o Other severe symptoms ☒ 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. 　● 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. 　● They must remain home until 72 hours after fever is gone (without use of fever reducing medicine) and other symptoms are improving.	Screening Students: 　● Each cohort shall be assigned an entry meeting location 　● Staff members will conduct a visual screen for the appearance of symptoms. 　● When the screening indicates that a student may be symptomatic, the student is directed to speak with another staff member and may be escorted to the isolation area. *Follow established protocol from CDP (see section 1a). 　● Handwashing stations or hand-sanitizers will be placed by each entrance prior to student entrance to classes, or students will utilize classroom stations to wash hands. 　● There are transportation specific screening protocols that must be followed. See section 2i for more information. **Screening Staff:** 　● Staff are required to report when they may have been exposed to COVID-19. 　● Staff are required to report when they have symptoms related to COVID-19. 　● Staff members are not responsible for screening other staff members for symptoms. **Ongoing:** Weekly note: Reminders to parents to report actual symptoms when calling in to report their students as sick as part of communicable disease surveillance. Any student or staff known to have been exposed (e.g., by a household member) to COVID-19 shall not be allowed on campus until the passage

☒ 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 within the preceding 14 calendar days.	of 14 calendar days after exposure and until symptoms (e.g., fever, cough, shortness of breath, sore throat, headache) are improving.
☒ 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.	**Do not exclude staff or students who have a cough that is not a new onset or worsening cough (e.g., asthma, allergies, etc.) from school.**
☒ 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.	Parents/guardians can provide information regarding existing conditions that cause coughing to be utilized for the purpose of screening, as previously existing coughs that are not worsening are not considered symptomatic of COVID-19.

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Restrict non-essential visitors. Only allow visitors if six feet of physical distance between all people can be maintained. ☒ Visitors must wash or sanitize their hands upon entry and exit. ☒ Visitors must wear face coverings in accordance with local public health authority and CDC guidelines. ☒ Screen all visitors for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19 within the preceding 14 calendar days.	Visitors/Volunteers will be unable to work in schools, or complete other volunteer activities that require in person interaction, at this time. Adults in schools are limited to essential personnel only.

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

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Face coverings or face shields for:
  ● Staff who are regularly within six feet of students and/or staff
    o This can include staff who support personal care, feeding, or instruction requiring direct physical contact.
    o Staff who will sustain close contact and interactions with students.
  ● Bus drivers.
  ● Staff preparing and/or serving meals.
 	
☒ Face shields or clear plastic barriers for:
  ● Speech Language Pathologists, Speech Language Pathology Assistants, or other adults providing articulation therapy.
  ● Front office staff.
 	
☒ 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.
☒ **Students who choose not to wear face coverings must be provided access to instruction.**
☒ **ADA accommodations:** 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.
	Dayton School District's plan will be updated and district staff will follow current ODE blueprint guidelines for face coverings, face shields and clear plastic barriers.
	
	Facial Shields
	Facial shields are **required** and will be provided for:
	● Speech Language Pathologist
	● Bus drivers
	● Front office staff
	
	Facial Coverings
	Facial coverings are not synonymous with facemasks.
	Facial coverings are **required** and will be provided for:
	● All staff
	● All students kinder age and above
	
	● Children of any age should not wear a face covering:
	  o If they have a medical condition that makes it difficult for them to breathe with a face covering;
	  o If they experience a disability that prevents them from wearing a face covering;
	  o They are unable to remove the face covering independently; or
	  o While sleeping.
	
	● **Face coverings cannot be required for use by children and should never prohibit or prevent access to instruction or activities**
	
	ADA Accommodations
	If staff requires an accommodation for the face covering or face shield requirements, the principal shall work with the staff member to help develop an alternative solution.

1i. ISOLATION MEASURES

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Protocols for surveillance COVID-19 testing of students and staff, as well as exclusion and isolation protocols for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.

☒ Protocols for assessment of students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day.
- Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated.
- 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.

☒ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields.
- School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space, and hands washed after removing PPE.
- If able to do so safely, a symptomatic individual should wear a face covering.
- To reduce fear, anxiety, or shame related to isolation, provide clear explanation of procedures, including use of PPE and handwashing.

☒ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.

☒ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms.
- Symptomatic staff or students should seek COVID-19 testing from their regular physician or through the local public health authority.
- If they have a positive COVID-19 viral (PCR) test result, the person should remain home for at least 10 days after illness onset and 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
    - o Alternatively, a person who had a positive viral test may return to school when they have received two subsequent negative COVID-19 viral tests at least 24 hours apart and 72 hours have passed since fever is gone, without use of fever reducing medicine, and other symptoms are improving
- If they have a negative COVID-19 viral test (and if they have multiple tests, all tests are negative), they should remain home until 72 hours after fever is gone, without use of fever reducing medicine, and other symptoms are improving.
- If they do not undergo COVID-19 testing, the person should remain home until 72 hours after fever is gone, without use

● Defer to district Communicable Disease Management Plan for appropriate isolation determination and processes.

● Each school principal (or designee) will connect weekly with school nurse on updates for plan and isolation measures taken to that point.

● All students who become ill at school with excludable symptoms will remain at school supervised by staff until the student can be picked up in the designated isolation area. Student will be provided a facial covering (if they can safely wear one). Staff should wear a facial covering and maintain physical distancing, but never leave a child unattended.

● While exercising caution to maintain (ensure) safety is appropriate when working with children exhibiting symptoms, it is also critical that staff maintain sufficient composure and disposition so as not to unduly worry a student or family.

● Staff will maintain student confidentiality as appropriate.

● Daily logs must be maintained containing the following:
- o Name of students sent home for illness, cause of illness, time of onset, as per designated communicable disease surveillance logs; and
- o Name of students visiting the office for illness symptoms, even if not sent home, as per routine health logs

● Staff and students with known or suspected COVID-19 cannot remain at school and should return only after their symptoms resolve and they are physically ready to return to school.
In no case can they return before:
- o the passage of 14 calendar days after exposure; and symptoms have been resolved for 72 hours without the use of anti-fever medications.

of fever reducing medicine, and other symptoms are improving.	
☒ Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).	
☒ Record and monitor the students and staff being isolated or sent home for the LPHA review.	

2. Facilities and School Operations

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

2a. ENROLLMENT

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Enroll all students following the standard Oregon Department of Education guidelines.
☒ Do not disenroll students for non-attendance if they meet the following conditions:
   ● Are identified as high-risk, or otherwise considered to be part of a population vulnerable to infection with COVID-19, or
   ● Have COVID-19 symptoms for 10 consecutive school days or longer.
 	
☒ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.
	● All students will be enrolled following the Oregon Department of Education guidelines.
	● Students and families will be given the option to enroll in fully online distance learning or on-site hybrid learning. Students will be required to remain in the model of choice until a predetermined date set by the district.
	● No student will be dropped for non-attendance if they meet the following conditions:
	
	o Are identified as vulnerable, or otherwise considered to be part of a population vulnerable to infection with COVID-19
	o Have COVID-19 symptoms for the past 14 days

2b. ATTENDANCE

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ **On-Site school students**: Full-time and part-time students follow normal reporting policy and procedures.
☒ **Full-Time Online and/or Hybrid school students**: Full-time students who are enrolled in school and taking online and/or hybrid courses only are reported on an FTE basis using a standard record (ADMProgTypCd = 01) as identified in the Oregon Cumulative Average Daily Membership (ADM) Manual. This is an existing policy previously used in the online setting. As such, there should not be any need to reprogram student information systems to accommodate for this change and the addition of the hybrid setting.
   ● Note: Because the students in the online and/or hybrid setting do not regularly attend classes at the district facilities, the standard procedures for recording student days present and days absent cannot be effectively applied to those students. This will reduce accuracy of attendance data for the state while this is in effect.
   ● For the purposes of this section, please use the following definition and clarification: **Online and/or Hybrid Check-in:** The responsibility of taking attendance must be performed by the teacher of record. "Check-ins" with appropriately licensed instructional staff are two-way communications between the student and the teacher. A check-in does not include a student leaving a message on an answering
	Attendance:
	
	On-Site Hybrid: Students on-site attendance shall be used as a primary attendance indicator. For any students not attending (and participating with their content teacher) at least two days per week, online learning logs will be monitored to determine weekly attendance. Students not present in the classroom two or more days will be considered present through at least one other method of two-way communication including:
	   ● Google Classroom (live video participation, discussion boards or assignment submission)
	   ● Email communication
	   ● Phone communication
	
	Online
	For students attending fully online learning, two way communication of two days shall be utilized to determine full weekly attendance. Two-way communications will be documented via:
	   ● Google Classroom (live video participation, discussion boards or assignment submission)
	   ● Email communication
	   ● Phone communication
	Attendance Tracking:

- machine or sending an email that does not receive a response from the appropriately licensed instructional staff by the end of the next school day.
- The student must check-in **at least** twice a week with their teacher(s) of record on **at least** two separate weekdays in order to be counted as present for all five days of that week.
- If the student only checks in once during the week, the student must be counted as absent for half of the scheduled week (2.5 days, if there are 5 days scheduled in the week).
- The student must be counted as absent for the entire week (5 days, if there are 5 days scheduled in the week) if they do not report in at all during the week.
- Note: If a district schedule is based on a 4-day school week, the student would still need to check in twice a week as described above in order to be counted as present for the entire week (4 days) and once a week to be counted as present for half of the week (2 days).
- Days in attendance may not be claimed for days in which the student did not have access to appropriately licensed instructional staff. The purpose of the rule regarding checking in with the teacher of record is to assure that the teacher can evaluate whether the student is making adequate progress in the course and the student has additional guaranteed opportunities to engage with a teacher. The responsibility of taking attendance must be performed by the teacher of record, not another staff member (e.g., the registrar or school secretary).

☒ **Part-time students receiving online and/or hybrid instruction (not college courses):** Students who are not enrolled full-time and are taking online and/or hybrid courses offered by the school district or charter school are reported as large group instruction (program type 4), unless they are an ESD-registered homeschooled or private school student receiving supplemental coursework in public school, which are reported as shared time (program type 9). The district may count up to 1 hour per day per course taken, provided appropriately licensed teachers for the coursework taken, are available and accessible to the student during regular business hours on each school day to be claimed. Because this is online and/or hybrid instruction, attendance is based on check-ins with the student's appropriately licensed teacher(s) of record at least two times (on different days) during the school week.

- Attendance will be taken twice per week following ODE guidance.
- Attendance policies and plans will encourage staff and students to stay home if someone in their house is sick.
- Teachers will notify the principal when the absence rate has increased by 20% or more.
- The principal will report this increase to the RN.
- Teachers will use the Respiratory Surveillance spreadsheet to document students with respiratory illness.

Return to all on -site schooling - It is our hope to at some point return to all on-site schooling for the 2020-21 school year. In order to accomodate the class size needs to utilize this solution, all elementary teachers (possibly including specialists) shall be assigned a self-contained classroom. The district will work with the Teachers Standards and Practices Commission to apply for Limited Conditional Assignments for all teachers to allow for such assignments.

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Update procedures for district-owned devices to match cleaning requirements (see section 2d of the *Ready Schools, Safe Learners* guidance). ☒ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	● Clean and sanitize each device brought in for updates, repair, return, inventory, or redistribution. ● Continue Google Classroom work to facilitate continuous learning experiences that occur on-site and in a distance learning setting (off-site); include options for digital learning and provision for non-digital distance learning where internet and computers will not be available. ● Update family survey: collect information about the numbers, types, and condition of devices used in their homes to support remote learning. ● Share the list of all the software and student-facing technology solutions with families. ● Plan for adequate technology at home for off-site working, teaching, and learning. ● Review technology policies and data privacy policies and update if needed.

	● Establish a family and educator technical support/help desk to support the use of technology (could be supported by designated staff, student leaders, and volunteers).

2d. SCHOOL SPECIFIC FUNCTIONS/FACILITY FEATURES

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ **Handwashing:** All people on campus should be advised and encouraged to wash their hands frequently. ☒ **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use. ☒ **Events:** Cancel, modify, or postpone field trips, assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings to meet requirements for physical distancing. ☒ **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings. ☒ **Personal Property**: Establish policies for 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.	● **Hand Washing:** Provide age appropriate hand washing education, define appropriate times to wash hands, and provide hand sanitizer when hand washing is not available. ● **Equipment:** All classroom supplies and PE equipment will be cleaned and sanitized before use by another student or cohort group. ● **Safety Drills**: During fire drills (and all other safety drills), all cohort classes will be physically distanced during exit, recovery, and reentry procedures. ● **Events:** Field trips will be designed virtually for the school year. All assemblies, athletic events, practices, special performances, school-wide parent meetings and other large gatherings will be cancelled or held in a virtual format. ● **Transitions/Hallways**: Hallway traffic direction marked to show travel flow ● **Classroom line up:** students line up in cohort classes in designated areas, keeping more than 6 feet apart. ● Line up areas are to be marked with visual cues to indicate adequate physical distance. ● **Personal Property**: Each classroom will have a limit on the number of personal items brought in to school. A full list will be sent home prior to class starting with allowable items (e.g., refillable water bottles, school supplies, headphones/earbuds, cell phones, books, instruments, etc.). If personal items are brought to school, they must be labeled prior to entering school and not shared with other students. ● **Restrooms:** Each cohort will have designated restroom schedules alleviating waiting and large groups. If this cannot be maintained, the restrooms will be cleaned multiple times throughout the day.

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.
☒ Create schedule(s) and communicate staggered arrival and/or dismissal times.
☒ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the *Ready Schools, Safe Learners* guidance).
☒ Develop sign-in/sign-out protocol to help facilitate contact tracing:
    ● 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.
 	
☒ Install hand sanitizer dispensers 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.
	● Each student cohort will be assigned an entrance point (i.e., a specific door) to the school building or meeting point.
	● When possible, outside doors to classrooms will be utilized for entrance.
	● Staff will be present at each entry point to screen students for symptoms and track cohort data.
	● Students identified as potentially symptomatic will be directed to the isolation room and will follow previously described procedures.
	● Breakfast will be served in the classroom. Students must wash their hands before breakfast.
	● Students entering or leaving the building at times other than arrival and dismissal will use the main entrance.
	● Arrivals will be held in the vestibule in the building until screening is complete.
	● All sign-in/ sign-out tracking will be handled by the office to reduce sharing of pen and paper.

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ **Seating:** Rearrange student desks and other seat spaces to at least six feet apart; assign seating so students are in the same seat at all times.	● **Seating:** Rearrange student desks and tables to at least six feet apart; 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.	● **Materials**: Each classroom will limit sharing of community supplies when possible (e.g., scissors, pencils, etc.). If needed to share, these items will be cleaned frequently. Hand sanitizer and tissues will be available for use by students and staff.
☒ **Handwashing:** Remind students through signage and regular 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 and hands washed or sanitized immediately. 　● Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	● **Hand Washing:** Post age appropriate signage and provide regular reminders for hand washing. ● **Furniture:** All upholstered furniture and soft seating has been\removed from the school building. ● **Classroom Procedures:** All classes will use an assigned cubby or storage spaces for individual student belongings. Consider other options and elimination of shared passes. ● **Traffic Flow:** Each class and hallway will have visual aids (e.g., painter's tape, stickers, etc.) to illustrate traffic flow, appropriate spacing, assigned seating areas. ● **Environment:** When possible, windows will be open in the classroom before students arrive and after students leave.

2g. PLAYGROUNDS, FIELDS, RECESS, AND BREAKS

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's [Specific Guidance for Outdoor Recreation Organizations](#)). ☒ Students must wash hands before and after using playground equipment. ☒ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect between sessions and between each group's use. ☒ 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 between cohorts.	● Playground(s) will follow the recommendations and requirements for public parks within the DSD community and ODE blueprint guidance. School will post adequate signs sharing this information with the public. Once opened, classes may use the playground for recess on a staggered schedule throughout the school day. ● All playground equipment will be disinfected daily and in between each cohort group. ● Students must wash hands before and after using playground equipment. ● Alternative spaces are available for recess: 　o Classes may use the gymnasium for recess if/when available. 　o If the gymnasium is not available, students can have recess in their classroom. 　o Classes may use the play sheds (primary and intermediate), the soccer field, the walking track and field, for recess. ● Cleaning requirements must be maintained; refer to section 3j. ● Recess activities will be planned to support physical distancing and maintain stable cohorts. This can include limiting the number of students on one piece of equipment, at one game, etc. ● Given the lessened capacity for equipment use due to cohorting and physical distancing requirements, teachers will need to set expectations for shared use of equipment by students and may need to support students with schedules for when specific equipment can be used.

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Include meal services/nutrition staff in planning for school reentry. ☒ Staff serving meals must wear face shields or face covering (see section 1h of the *Ready Schools, Safe Learners* guidance). ☒ Students must wash hands before meals and should be encouraged to do so after. ☒ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items) in classrooms where meals are consumed. ☒ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts.	● Students will receive lunch from the cafeteria to eat in their classrooms. Physical distancing requirements must be maintained in transit. All meals will be eaten in the classroom, except Kindergarten. ● All students must wash hands prior to meals. If possible, students will wash hands in the classroom. If not, follow hallway and restroom procedures above. ● Students will not share utensils or other items during meals.

☐ Adequate cleaning of tables between meal periods.	● Each table/desk will be cleaned prior to meals being consumed.

2i. TRANSPORTATION

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Include transportation departments (and associated contracted providers, if used) in planning for return to service.
☒ Buses are cleaned frequently. Conduct targeted cleanings between routes, with a focus on disinfecting frequently touched surfaces of the bus (see section 2j of the ***Ready Schools, Safe Learners*** guidance).
☒ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing.
    o If a student displays symptoms, provide a face shield or face covering and keep student at least six feet away from others. Continue transporting the student.
          o If arriving at school, notify staff to begin isolation measures.
          o If transporting for dismissal and the student displays an onset of symptoms, notify the school.
 	
☒ Consult with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.
☒ Drivers wear face shields or face coverings.
☒ 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).
	● The district will work with First Student Bus Company to determine routes and times for routes,
	● First Student Bus Company will assure staff are trained and prepared to enact the district's plan. Each bus driver will be required to:
	    o Visually screen students for illness
	    o Maintain logs for contact-tracing
	● Each bus will have:
	    ○ six (6) feet of physical distance between the driver and passengers (except during boarding and in assisting those with mobility devices); reinforce this requirement by cordoning off seats as appropriate.
	● When possible visual cues will be used (e.g., floor decals, colored tape or signs) to direct students on the bus.
	
	● Clean and sanitize buses between cohort routes.
	
	● Meet with parents/guardians of students who may require additional support (e.g., students who experience a disability and require specialized transportation as a related service) to appropriately provide service.

2j. CLEANING, DISINFECTION, AND VENTILATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Clean, sanitize, and disinfect frequently touched surfaces (e.g., playground equipment, 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, restrooms, and playgrounds. ☒ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ☒ Operate ventilation systems properly and/or increase circulation of outdoor air as much as possible by opening windows and doors, using fans, and through other methods. 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. For example, do not use fans if doors and windows are closed and the fans are recirculating the classroom air. ☒ Consider the need for increased ventilation in areas where students with special health care needs receive medication or treatments. ☒ Facilities should be cleaned and disinfected at least daily to prevent transmission of the virus from surfaces (see CDC's guidance on disinfecting public spaces). ☒ Air circulation and filtration are helpful factors in reducing airborne viruses. Consider modification or enhancement of building ventilation where feasible (see CDC's guidance on ventilation and filtration and American Society of Heating, Refrigerating, and Air-Conditioning Engineers' guidance).	● All frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) will be cleaned between uses at least 3 times per day. ● Desks and tables will be cleaned between cohorts. ● Ventilation systems will be checked and maintained monthly by maintenance staff and Ready Schools Safe Learners guidance.

2k. HEALTH SERVCIES

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ OAR 581-022-2220 Health Services, requires districts to "maintain a prevention-oriented health services program for all students" including space to isolate sick students and services for students with special health care needs. ☒ 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; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	All health plans will be developed collaboratively with DSD school nurse and LHA. ● Each school will provide age appropriate hand hygiene and respiratory etiquette education to endorse prevention. This includes website, newsletter and signage in the school setting for health promotion. ● Schools will practice appropriate communicable disease isolation and exclusion measures. ● Staff will participate in required health services related training to maintain health services practices in the school setting. ● COVID-19 specific infection control practices for staff and students will be communicated. ● Review of 504 and IEP accommodations and IHP's will be advised to address vulnerable populations. ● Immunization processes will be addressed as per routine timeline, which prioritizes the beginning of the year and new students. Information for immunization clinics will be provided to families. ● Continuity of existing health management issues will have a plan for sustaining operations alongside COVID-19 specific planning (i.e. medication administration, diabetic care).

3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level. ☒ Establish a specific emergency response framework with key stakeholders. ☒ When new cases are identified in the school setting, and the incidence is low, the LPHA will provide a direct report to the district nurse, or designated staff, on the diagnosed case(s). Likewise, the LPHA will impose restrictions on contacts.	See District Communicable Disease Plan.

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Follow the district's or school's outbreak response protocol. Coordinate with the LPHA for any outbreak response. ☒ If anyone who has been on campus is known to have been diagnosed with COVID-19, report the case to and consult with the LPHA regarding cleaning and possible classroom or program closure. ☒ Report to the LPHA any cluster of illness (2 or more people with similar illness) among staff or students. ☒ When cases are identified in the local region, a response team should be assembled within the district and responsibilities assigned within the district. ☒ Modify, postpone, or cancel large school events as coordinated with the LPHA. ☒ If the school is closed, implement Short-Term Distance Learning or Comprehensive Distance Learning models for all staff/students. ☒ Continue to provide meals for students. ☒ Communicate criteria that must be met in order for On-Site instruction to resume and relevant timelines with families.	See District Communicable Disease Plan. ● In the event of a closure, the district will initiate the Distance Learning Model and schedule for all students and staff. ● The district safety committee (w/school nurse) will develop clear communication on the criteria that must be met in order for on-site instruction to resume and relevant timelines with staff, students, and families.

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Plan instructional models that support all learners in Comprehensive Distance Learning.	See District Communicable Disease Plan.
☒ 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.	
☒ Communicate with families about options and efforts to support returning to On-Site instruction.	
☒ Follow the LPHA guidance to begin bringing students back into On-Site instruction. o Consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.	

ASSURANCES

This section must be completed by any public school that is providing instruction through On-Site or Hybrid Instructional Models.
Schools providing Comprehensive Distance Learning Instructional Models do not need to complete this section.
This section does not apply to private schools.

☒ We affirm that our school plan has met the requirements from ODE guidance for sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance.

☐ We affirm that we cannot meet all of the ODE requirements for sections 4, 5, 6, 7 and/or 8 of the ***Ready Schools, Safe Learners*** guidance at this time. We will continue to work towards meeting them and have noted and addressed which requirement(s) we are unable to meet in the table titled "Assurance Compliance and Timeline" below.

4. Equity

4a. Principles in Action

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Review and apply the school's equity stance, principles, and/or commitment. ☒ ❏ Ensure that no student is subjected to discrimination, as defined in ORS 659.850 and by rule based on race, color, religion, sex, sexual orientation, national origin, marital status, age, disability. EO 20-29 specifically states that ORS 659.850 must be complied with to continue to receive SSF. The protected classes listed are directly from this statute.	Dayton Grade School follows all district policies, including Policy JB Equal Educational Opportunity, Policy JBN/GBA Sexual Harassment, Policy AC Nondiscrimination, and Policy JFC Student Contact. In addition, Dayton Grade School will be using Oregon's Education Equity Lens to assess decisions for benefitting all student groups. For students that have limited access to the internet we will provide LTE data on ipads for and possibly mobile hotspots on busses. Students who have poor connectivity, we will work with them to make sure they have equitable access to curriculum and their education. Our goal is to work closely with parents and students to be flexible with schedule and school work to accommodate family structure.

OHA/ODE Requirements	Hybrid/Onsite Plan
☒ Meet the Division 22 instructional time rules for School Year 2020-21 as outlined in OAR 581-022- 23206 (pending State Board of Education approval to modify the OAR to allow for up to 90 hours of professional development and up to 90 hours of parent/family training and support, communication, and parent/teacher conferences). **For students not attending in-person through the On-Site Instructional Model**, at least 50% of instructional time (as defined above) must meet the criteria for teacher-facilitated learning. Teacher-facilitated learning is a synchronous (either on-site or off-site) or an asynchronous learning experience planned and guided by a licensed teacher (or, possibly, a registered teacher in a charter school). The experience is structured to develop, deepen, and assess new knowledge and understanding relative to state content standards. Teacher-facilitated learning is often used when the teacher is planning for all students to have a common experience related to specific learning targets. Teacher-facilitated learning may be accomplished asynchronously through learning management systems, teacher-produced videos, or learning packets, each being structured to create strong learning progression. Synchronous opportunities, either on-site or offsite, must be provided daily and may include full group instruction, peer interaction, two-way communication, small group breakouts, or individual office hours. o Teacher-facilitated learning may include time that supports students beyond the core instruction, including specially designed instruction, language instruction, or specific services under ESSA or IDEA. Applied learning experiences allow for students to apply knowledge and skills that extend from the teacher-facilitated learning. Students have access to instructional support during applied learning activities, provided by educational assistants, teachers, and/or related service providers. These learning experiences are intentionally designed by the teacher to meaningfully deepen student engagement, allow for peer interaction, and to support family and community involvement. Applied learning experiences likely require scaffolding and supports so that students are able to engage with them independent of teacher or adult support. Applied learning experiences must be designed to support independent learning routines, independent practice, and independent application of skills or learning. As with a typical school year, homework assignments are not considered as instructional minutes. ❏ Communicate teacher-led facilitated learning time and daily school schedules/routines with staff, families, and students. ❏ For students not attending in-person through the On-Site instructional model, provide designated educator "office hours" to ensure consistency and access to students and families. "Office hours" indicate when each teacher will be accessible (online or via telephone) for consultation. ❏ For students not attending in person through the On-Site instructional model, provide frequent and regular opportunities for students to interact with their teacher(s) and peers. **Hybrid Models:** In a Hybrid instructional model, some instruction is in-person and some instruction is provided off-site, in order to honor student and staff safety while meeting instructional hours requirements. Hybrid instructional models must include plans for all sections of Comprehensive Distance Learning. Hybrid instructional models allow districts to adjust for multiple variables and continue to access on-site instruction to the greatest extent possible while meeting public health requirements. Hybrid models require prioritization of on-site learning activities and supports, and/or which content is taught on-site. Hybrid instructional models also allow opportunities to integrate instruction simultaneously with groups of students on-site and through Comprehensive Distance Learning. An	Dayton Grade School will ensure that all students, families and staff have the required amount of instructional time, professional development, parent/ family training and support, communication and parent/teacher conferences to promote academic, social and emotional health for our students. We will prioritize our subgroups with onsite time and intervention. This could look like more time at school, face to face/small group zoom intervention or house visits to accommodate our students and families needs. The Hybrid Model, as well as the Comprehensive Distance Learning Model will include communication with staff, families, and students about teacher-led facilitated learning times(both synchronous and asynchronous for each class of students. Each class of students will have office hours so that all families have consistent access for consultation with teachers at scheduled times. Each class of students will have regular opportunities for students to interact with their teachers and peers.

OnSite instructional model becomes a Hybrid instructional model when any portion of instructional time used to meet instructional hours requirements is delivered in a distance learning format. While complex and varied, Hybrid instructional models allow for great creativity and flexibility. Additional information will be provided on Hybrid models for schools without digital access in the August 2020 update. A preview of additional requirements for the Hybrid Instructional Model, which will be released with the August 11 iteration, has been developed to support school and district planning at this time.

Required

❏ Plans and practices must ensure student engagement/participation, mental, social, and emotional health supports, curriculum aligned to grade level standards, assessment for learning, alignment with Division 22 requirements, full provision of FAPE, full provision of learning supports for students who qualify for English Language Development (ELD), and full provision of learning supports for students who qualify for Talented and Gifted (TAG).

❏ Provide access to nutrition/meal service for all eligible students, including students not on-site (this applies to school sites that offered meal service prior to March 2020).

❏ Plan for students in high risk populations, students who are excluded due to health concerns, or those who are asked to remain home due to public health concerns using a comprehensive distance learning instructional model. o Consider including these students synchronously with on-site instruction through online meeting platforms to maintain peer interactions and connections.

All Hybrid learning plans will include ways to ensure engagement and participation from all students. These will include mental, social and emotional health supports through SEL instruction, support from the teachers and staff and aligned support from mental health professionals. All curriculum is aligned to grade level standards and Division 22 requirements and FAPE. The school will provide learning supports who qualify for ELD and students who qualify for TAG.

Dayton School District will ensure all students have access to nutrition/meal services both on site and bus delivery.

Our Hybrid program will ensure that all high risk populations will be able to participate in a full Comprehensive Distance Learning program with opportunities for synchronous instruction, maintaining connections and interactions with peers and staff.

5. Instruction

5a.

OHA/ODE Requirements	Hybrid/Onsite Plan
Oregon's ability to guarantee student learning time has never mattered more. As we work to prioritize student learning in the coming school year, a common approach to instructional time requirements that apply across every instructional model and to every public school district, public charter school, and virtual public charter school are critical. For the 2020-21 school year, districts must comply with the instructional time requirements in OAR 581-022-2320 (pending State Board of Education approval to modify the OAR to allow for up to 90 hours of professional development and up to 90 hours of parent/family training and support, communication, and parent/teacher conferences). Instructional time is defined in OAR 581-022-0102 as: ● Time during which students are engaged in regularly scheduled instruction, learning activities, or learning assessments that are designed to meet Common Curriculum Goals and academic content standards required by OAR 581-022-2030, and are working under the direction and supervision of a licensed or registered teacher, licensed CTE instructor, licensed practitioner, or Educational Assistant who is assigned instructionally related activities and is working under the supervision of a licensed or registered teacher as required by OAR 581-037-0015. Instructional time shall include: ● Time that a student spends traveling between the student's school and a CTE center, internship, work experience site, or post-secondary education facility;	Dayton Grade School's model will follow our District platform for our parents, teachers and students will have a common place to access learning and materials. This will be a similar format no matter what grade level students are in to ensure parents are not having to learn multiple systems. We will base our instruction on Oregon State Standards and assess students appropriately to ensure learning.

- Up to 90 hours of professional learning (pending State Board of Education action);
- Up to 90 hours of parent/family training and support, communication, and parent/teacher conferences (pending State Board of Education action);
- Time that a student spends in statewide performance assessments;
- Up to 15 minutes each day of the time that a student spends consuming breakfast in the classroom if instruction is being provided while the student is consuming breakfast;
- Up to 60 minutes of daily recess in K-3;
- Instructional time shall not include time that a student spends passing between classes, at recess (4-12), in non-academic assemblies, on non-academic field trips, participating in optional school programs, or in study periods or advisory periods where attendance is not required and no instructional assistance is provided.

Required
❏ Meet the Division 22 instructional time rules for School Year 2020-21 as outlined in OAR 581-022- 23206 (pending State Board of Education approval to modify the OAR to allow for up to 90 hours of professional development and up to 90 hours of parent/family training and support, communication, and parent/teacher conferences).
❏ For students not attending in-person through the On-Site Instructional Model, at least 50% of instructional time (as defined above) must meet the criteria for teacher-facilitated learning. Teacher-facilitated learning is a synchronous (either on-site or off-site) or an asynchronous learning experience planned and guided by a licensed teacher (or, possibly, a registered teacher in a charter school). The experience is structured to develop, deepen, and assess new knowledge and understanding relative to state content standards. Teacher-facilitated learning is often used when the teacher is planning for all students to have a common experience related to specific learning targets. Teacher-facilitated learning may be accomplished asynchronously through learning management systems, teacher-produced videos, or learning packets, each being structured to create strong learning progression. Synchronous opportunities, either on-site or offsite, must be provided daily and may include full group instruction, peer interaction, two-way communication, small group breakouts, or individual office hours. o Teacher-facilitated learning may include time that supports students beyond the core instruction, including specially designed instruction, language instruction, or specific services under ESSA or IDEA. Applied learning experiences allow for students to apply knowledge and skills that extend from the teacher-facilitated learning. Students have access to instructional support during applied learning activities, provided by educational assistants, teachers, and/or related service providers. These learning experiences are intentionally designed by the teacher to meaningfully deepen student engagement, allow for peer interaction, and to support family and community involvement. Applied learning experiences likely require scaffolding and supports so that students are able to engage with them independent of teacher or adult support. Applied learning experiences must be designed to support independent learning routines, independent practice, and independent application of skills or learning. As with a typical school year, homework assignments are not considered as instructional minutes.
❏ Communicate teacher-led facilitated learning time and daily school schedules/routines with staff, families, and students.
❏ For students not attending in-person through the On-Site instructional model, provide designated educator "office hours" to ensure consistency and access to students and families. "Office hours" indicate when each teacher will be accessible (online or via telephone) for consultation.
❏ For students not attending in person through the On-Site instructional model, provide frequent and regular opportunities for students to interact with their teacher(s) and peers.

Dayton Grade School will meet Division 22 instructional time requirements and include up to 90 hours for teachers/parents training rules for School Year 2020-21 as outlined in OAR 581-022- 23206.

In the Hybrid model Dayton Grade School will provide teacher-facilitated learning as a synchronous (either on-site or off-site) or asynchronous manner for at least 50% of the instruction. This structure will not only develop new skills but deepen understanding using state content standards. Our goal is for students to have common learning experiences with like learning targets. Such learning may include asynchronously (google classroom, teacher videos, packets, etc.). Every teacher will provide opportunities for face to face or synchronous learning by offering: either on-site or offsite, daily full group instruction, peer interaction, two-way communication, small group breakouts, or individual office hours. Teachers will facilitate learning that supports our underserved population beyond the core instruction so students have access to instructional support during applied learning activities.

Our District Hybrid Learning model will communicate our daily schedule and routine on our web page for our staff, families, and students.

For students who are in full comprehensive distance learning, our CDL will provide varied teacher "office hours" to ensure consistency and access to students and families. "Office hours" communication will include: e-mail, class dojo, text, phone call, zoom, google classroom, etc)

Our Hybrid program will ensure that all high risk populations will be able to participate in a full Comprehensive Distance Learning program with opportunities for synchronous instruction, maintaining connections and interactions with peers and staff.

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5b. Instructional Models

| Hybrid Models: In a Hybrid instructional model, some instruction is in-person and some instruction is provided off-site, in order to honor student and staff safety while meeting instructional hours requirements. Hybrid instructional models must include plans for all sections of Comprehensive Distance Learning. Hybrid instructional models allow districts to adjust for multiple variables and continue to access on-site instruction to the greatest extent possible while meeting public health requirements. Hybrid models require prioritization of on-site learning activities and supports, and/or which content is taught on-site. Hybrid instructional models also allow opportunities to integrate instruction simultaneously with groups of students on-site and through Comprehensive Distance Learning. An OnSite instructional model becomes a Hybrid instructional model when any portion of instructional time used to meet instructional hours requirements is delivered in a distance learning format. While complex and varied, Hybrid instructional models allow for great creativity and flexibility. Additional information will be provided on Hybrid models for schools without digital access in the August 2020 update. A preview of additional requirements for the Hybrid Instructional Model, which will be released with the August 11 iteration, has been developed to support school and district planning at this time.
Required
❏ Plans and practices must ensure student engagement/participation, mental, social, and emotional health supports, curriculum aligned to grade level standards, assessment for learning, alignment with Division 22 requirements, full provision of FAPE, full provision of learning supports for students who qualify for English Language Development (ELD), and full provision of learning supports for students who qualify for Talented and Gifted (TAG).
❏ Provide access to nutrition/meal service for all eligible students, including students not on-site (this applies to school sites that offered meal service prior to March 2020).
❏ Plan for students in high risk populations, students who are excluded due to health concerns, or those who are asked to remain home due to public health concerns using a comprehensive distance learning instructional model. o Consider including these students synchronously with on-site instruction through online meeting platforms to maintain peer interactions and connections. | All Hybrid learning plans will include ways to ensure engagement and participation from all students. These will include mental, social and emotional health supports through SEL instruction, support from the teachers and staff and aligned support from mental health professionals. All curriculum is aligned to grade level standards and Division 22 requirements and FAPE. The school will provide learning supports who qualify for ELD and students who qualify for TAG.

Dayton School District will ensure all students have access to nutrition/meal services both on site and bus delivery.

Our Hybrid program will ensure that all high risk populations will be able to participate in a full Comprehensive Distance Learning program with opportunities for synchronous instruction, maintaining connections and interactions with peers and staff. |

5c. Learning Day, Instructional Schedule and Academic Calendar

| Elementary School Instructional Schedules Recommended ⇨ Design schedules that prioritize meeting the needs of students experiencing disabilities, students who qualify for English Language Development services, and for students identified as Talented and Gifted. ⇨ Schedule students with specialized instructional needs and strengths (e.g., ELD, special education) in a manner that ensures access to core instruction and general education peers. ⇨ Schedule students, to the extent possible, in a manner that minimizes the need for introducing additional cohort groups (see section 1d). ⇨ Consider designing schedules to maximize well-rounded learning opportunities, including access to physical education, music, health, art, etc., where appropriate safety considerations can be maintained. ⇨ Create as much consistency and predictable routine as possible, especially for the youngest learners. | Staff members will create a predictable schedule and learning routine for each class of students, that provides opportunities for families to work around their own family schedules. These schedules will be made by prioritizing the needs of students experiencing disabilities, students who qualify for English Language Development services and for students identified as TAG. The schedules will ensure access to core instruction and general education peers. |

5d. Instructional Considerations

It is critical to focus attention on accelerating learning by investing in relationships, honoring student voice, and designing integrated learning around grade-level or above standards. In contrast to remediation efforts, which perpetuate low expectations and lead to disparate outcomes, students who access accelerated learning and advanced coursework demonstrate consistently higher learning outcomes, increased engagement, and agency. Curriculum and Instruction Required ❏ Prioritize the most essential academic content standards in each content area. ❏ Provide access to a well-rounded education. ❏ Provide consistent and timely student feedback and documented assessment of learning toward state content standards. Leverage formative assessment-practices to grow student's ability for independent learning. ❏ Incorporate time for check-ins (Social Emotional Learning) and peer interactions; develop classroom culture. Assessment, Grading, and Reporting Progress for Hybrid and CDL Instructional Models Only Required ❏ Develop and implement an equitable grading policy. ❏ Progress monitor student learning, especially for younger students. ❏ Evaluate goals and objectives based on progress markers for students supported with emergent bilingual supports, an IEP, and/or 504 plan. ❏ Regularly report progress to students and families, in alignment with Division 22 requirements. ❏ Provide opportunities to redo, make up, or try again to complete, show progress, or attempt to complete work without penalty and retaining the highest earned grade.	Staff will prioritize and teach the most essential content standards in each content area. These lessons will include access to a well-rounded education by focusing on hands-on, interactive and physical activities as much as possible in the Hybrid model. School staff will create and use formative assessments and provide timely feedback to students throughout the units of study. All classes of students will have time for check-ins with staff members, peer interactions and develop a positive classroom culture. Grading policies are based on fair practices using the prioritized standards. Progress monitoring happens often through formative assessments in core curricular areas and students have opportunities for showing progress and completing work without penalty. Students will receive grades based on the standards taught.

5e. Safeguarding Student Opportunity Clause

Schools and districts should design instructional models while continuing to follow the Safeguarding Student Opportunity Clause from Distance Learning for All. The Safeguarding Student Opportunity Clause attempts to mitigate negative impact to students' learning pathway or access to a high school diploma as a result of the spring 2020 school closure. The disproportionate and severe impact of the pandemic on students and families must be recognized, and districts must afford every student opportunities to regain their learning stride during this pandemic. Required ❏ Guarantee a full academic learning experience through Comprehensive Distance Learning for any student who may not be accessing On-Site or Hybrid instruction due to health-related issues. ❏ Do not make a decision for any student for the 2020-21 school year that limits opportunity based on performance during spring 2020 school closure (final term of 2019-20 school year). This includes progress in a course sequence, grade promotion or retention, placement in an advanced course, access to sports, access to clubs/career and technical student organizations, or forecasting opportunities. ❏ Do not retain or hold back any student due to impacts of the spring 2020 school closure (final term of 2019-20 school year). ❏ Develop a Credit-Earning Assurance Plan with students and families by the end of September 2020, for any student who has received "Incomplete(s)" (or local equivalent) during the final term of the 2019-20 school year. Credit-Earning Assurance Plans may include but are not limited to academic support courses, consolidated/combined content courses, personalized academic tutoring, summer school,	This Hybrid Learning Model will guarantee a full academic learning experience. No decisions will be made for the 20-21 school year that limits opportunity or retains a student based on performance during the spring 2020 school closure.

online course offerings, peer tutoring, zero period learning opportunities, and/or project based learning opportunities. Complete Credit-Earning Assurance Plans prior to the beginning of the 2021-22 school year. ❏ Hold students who received an "Incomplete" (or local equivalent) during the final term of the 2019- 20 school year to the same (not higher) standards of essential learning for any course they are making up in their Credit-Earning Assurance Plan.	

5f. Instructional and Extra-Curricular Activities Requiring Additional Consideration

Providing opportunities for a well-rounded education is vital for the education of students and amplified during the time of COVID-19 related restrictions to support student well-being and connectedness. It is critical that schools continue to offer options for a well-rounded education whether On-site, Hybrid or Comprehensive Distance Learning. Opportunities to engage students in active learning often requires hands-on, interactive and physical activities (e.g., laboratory activities, career and technical education (CTE), band, choir, theater, physical education and driver's education). As such, these activities may require modifications or specific health and safety protocols to protect staff and students. Required ❏ For any course, learning experience, or school activity that falls under this category, districts must carefully consider Public Health Protocols (see section 1) and Facilities and School Operations (see section 2). To the extent possible, modifications to the learning experience, course, or physical space should be made. See program specific requirements and recommendations in the links below. ❏ Schools must adhere to the most recent iteration of physical distancing and face covering requirements while administering courses and programs with special considerations. ❏ Develop plans for the implementation of laboratories, visual and performing arts, career and technical education, and physical education that consider the needs of all students, including focusing on activities, adaptations, and modifications of all education decisions to ensure full inclusion by all students.	All opportunities for well-rounded learning will follow all Public Health Protocols and School Operations rules and procedures. Physical space distancing and face covering guidelines will be required for any special class or event and will focus on activities that ensure full inclusion for all students.

6. Family and Community Engagement

6a. Partnership in Planning

Ongoing engagement among students, families and communities is critical to planning for a successful school year. Schools should consider the cultural and linguistic assets held within their communities when partnering with students and families in designing Operational Blueprints. In the planning process, schools have the opportunity to cultivate relationships with the families, tribal and community organizations, and the early learning and child care providers who supported student learning and development during school closure. These groups and individuals have been closest to our students during the closure, and are best positioned to help schools identify drivers for a successful school plan. Required ❏ All Districts receiving Title Grant Awards of any kind, not solely Title VI, are required to consult with tribal organizations. ● IN GENERAL.—To ensure timely and meaningful consultation on issues affecting American Indian and Alaska Native students, an affected local educational agency shall consult with appropriate officials from Indian tribes or tribal organizations approved by the tribes located in the area served by the local educational agency prior	Dayton Grade School participated in a survey for families in the Dayton School District to gather information on how families were feeling about coming back to school, what their needs are, and inform parents of the possibility of a hybrid model where half of the students attended on some days while the other half were participating online. Consideration has been given to traditionally underserved populations by including parents of these groups to participate in the meetings planning for re-entry and providing their input for the needs of students and families. If Dayton Grade School needs more input from families of underserved populations, we will engage in the activities listed below to increase engagement and feedback: -personal phone calls to families made by a speaker of the language that parents best understand -email, text and/or posts on websites or social media with links to online information sent to parents to provide multiple access points for families. information in a language the parent understands. -Dayton Grade School will explore other platforms that may improve district communication with parents.

to the affected local educational agency's submission of a required plan or application for a covered program under this Act or for a program under title VI of this Act. (20 USC § 7918) ❏ Include early learning programs and child care providers in the planning process. Schools with preschool classrooms will include plans for these classrooms in the school Operational Blueprint. Additional considerations specific to early learning environments is forthcoming.	Dayton School District and Dayton Grade School will consult with the appropriate officials from Indian tribes or tribal organizations approved by the tribes located in the area. In our areas this is Bryan Langley, Education Manager Confederated Tribes of Grand Ronde. Dayton Grade School will consult with early learning providers in the area as part of the planning process. Key providers are: Dayton Headstart of Yamhill County Suey Linzmeier, Yamhill County Early Learning Hub, Jennifer Richter.

6b. Communication

Required ❏ Communicate any information related to reentry for the 2020-21 school year to multilingual families in a language they can understand about any program, service, or activity at the same time that is called to the attention of parents who are proficient in English (Civil Rights Fact Sheet). ❏ Communicate the Operational Blueprint for Reentry and instructional model (On-Site, Hybrid, Comprehensive Distance Learning). Post to school and district website, or ESD website if there is no school or district website. Send notification to all families before the start of school. Share with co-located early learning partners.	All messages to parents are provided in a language the parents understand. In Dayton School District there are two languages represented, English and Spanish. Interpreters and translated copies of information are available at the same time at each event. Once approved by the Dayton School Board, Dayton Grade School's Operational Blueprint for Reentry will be posted on the district website and school website. Letters informing parents of the educational plan will be sent to parents, posted on the website and shared via social media. Copies will be sent to local educational partners.

7. Mental, Social, and Emotional Health

7a. Planning

Required ❏ Mobilize crisis response team to address mental, social and emotional health including suicide, grief and trauma, child abuse, substance use, and youth trafficking within the current context; familiarize staff with Lines for Life remote suicide risk assessment and safety planning services for schools (503- 575-3760), and OHA's Telehealth Tips for Clients with Suicide Risk.	Dayton School District is ready to respond to the mental, social and emotional health needs of students and staff. We have a Flight Team designated to respond when activated. The school district also uses SafeOregon for students, parents and community members to report concerns. School Counselors have been trained to do suicide risk assessments. School staff are trained to complete Threat Assessments and Sexual Incident Response Assessments.

7b. Resources and Strategies

Recognize and acknowledge the stress and trauma that students, families, and staff have experienced and may continue to feel during the school year; normalize their experience and prioritize time to process. Required ❏ Where available, make contact information or a list of contacts of school and community-based mental and emotional health services and supports and School Based Health Centers available to students, families, and staff.	Dayton Grade School will share contact information for school and community-based mental and emotional health services and supports by posting on our website, sending home to parents, and sharing via social media. Dayton School District has an approved SIA plan that includes plans for mental health supports.

8. Staffing and Personnel

8a. Supports

Required	Dayton Grade School administrators will meet with staff who have
❏ Support school personnel who meet criteria for high-risk populations (see section 1b).	self-identified as high-risk or who are living with high risk family members to collaboratively determine the best course of action to
❏ Develop protocols for communicating possible COVID-19 exposure to staff.	maintain the staff members health.
	Dayton Grade School will work with the LHA and Dayton School District to develop and publish protocols for communicating possible COVID-19 exposure to staff.

8b. Public Health Training

Required	The Operational Blueprint for Reentry will be shared with staff during inserve week and available to all of the community by being posted on our website after school board approval.
❏ Review the Operational Blueprint for Reentry with all staff.	
❏ Train all staff on updated protocols, policies, and guidelines to adhere to physical distancing requirements and recommendations outlined in this guidance and the Operational Blueprint for Reentry. Provide ongoing training to staff on new building procedures, cleaning protocols, and COVID-19 safety requirements. Train all staff on how to access ODE/OHA updates and review requirements. Educate all school personnel to know and recognize the most likely symptoms of COVID-19 and how to protect students and staff from transmissions. Train staff on confidentiality requirements under FERPA, HIPAA, and local policy regarding student and staff health information, including a COVID-19 diagnosis.	Staff will be trained on the protocols and guidelines outlined in our Operational Blueprint for Reentry during inserve week and periodically throughout the school year to include the most up-to-date information and guidelines from ODE, OHA and CDC. Training will include: Safety requirements Cleaning and sanitizing requirements Non-biased visual assessment protocols Likely symptoms Confidentiality under FERPA, HIPAA and local district and LHA policies.

8c. Professional Learning

8c. Professional Learning	Dayton School District plans to ask the School Board to delay the start
Recommended	of the 2020-2021 school year by one week for students. During this
⇨ Provide opportunities for coaches, mentors, and administrators to expand or refine skills in supporting staff in Hybrid and Comprehensive Distance Learning environments. Leverage the expertise of early adopters and nurture teacher leadership opportunities to lead professional learning. See the Comprehensive Distance Learning Guidance Document for more information.	time, staff will be trained in the district's expectations and procedures for the 20-21 school year. These trainings will include: - Predictable schedules and routines for daily learning activities - High quality direct instruction and ongoing support for students by teacher(s) - Daily synchronous learning for students (e.g., Zoom meetings, Google Hangouts, or phone calls with staff)
⇨ Include professional learning that supports social emotional learning and trauma-informed care practices that are culturally responsive and sustaining. (Culturally Sustaining Pedagogies; We've Got This: Equity, Access, and the Quest to Be Who Our Students Need Us to Be; How to Respond to Coronavirus Racism; Culturally Responsive Teaching and the Brain)	- Increased quantity of instruction and student work - Progress monitoring and assessment to gauge student progress - Clear and consistent grading practices - Clarity around attendance and participation - Counseling and mental health services
⇨ Offer opportunities for professional learning on creating an inclusive, caring, and supportive school culture with particular attention to discussing strategies to address anti-Asian discrimination and bias against students/staff who have had COVID-19.	- Family engagement and partnerships - Social Emotional Learning and trauma-informed care - Anti-bias training - High quality and quantity of educator feedback to students (not including grades)
⇨ Provide educators with training and support to deliver high-quality online instruction (technical and adaptive aspect) while building long-term capacity for online instruction as a primary or supplemental instructional tool.	Pending approval by the State Board of Education, Dayton Grade School and Dayton School District will create an inserve schedule to provide up to 90 hours of professional development to staff.
⇨ Support educators in adapting lessons and differentiating instruction in virtual environments; accessing instructional materials and technology; and using online platforms to connect with students, including built-in accommodations and features that increase accessibility.	

Assurance Compliance and Timeline If a district/school cannot meet the requirements from the sections above, provide a plan and timeline to meet the requirement.

List Requirement(s) Not Met	Provide a Plan and Timeline to Meet Requirements *Include how/why the school is currently unable to meet them*