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EDUCATION

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OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

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, Title I teacher Amanda Den, 4th grade teacher Lauri Douthit, parent of kinder, 2nd and 3rd graders Maria Gonzalez, parent of incoming kinder and 3rd graders Norma Huettl, Foods Services Manager Tonya Hill, Instructional Coach Crystal Mack, K/1 classroom teacher

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

[2] For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

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

	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 24, 2020
ESD Region	WESD

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 3-19 in the initial template) and submit online. (https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a) by August 17, 2020 or prior to the beginning of the 2020-21 school year.

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

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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

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

Dayton Grade School has selected Comprehensive Distance Learning until Yamhill County and the state of Oregon meet the Governor's and OHA's metric for positive cases. Dayton School District will provide CDL until Nov. 1st when the district will re-evaluate based on the current data for Yamhill County.

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

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

Dayton School District will provide CDL until Nov. 1st when the district will re-evaluate based on the current data for Yamhill County. Dayton Grade School will monitor that county metrics regularly to determine if the K-3 students may return to in-person hybrid 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 unless the school is implementing the Limited In-Person Instruction provision under the Comprehensive Distance Learning guidance.

0. Community Health Metrics

METRICS FOR ON-SITE OR HYBRID INSTRUCTION

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

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

☐ The school currently meets the exceptions required to provide in-person person education for students in grades K-3 (see section 0d(1) of the *Ready Schools, Safe Learners* guidance).

☐ The school currently meets the exceptions required to provide limited in-person instruction for specific groups of students (see section 0d(2) of the *Ready Schools, Safe Learners* guidance).

☐ The school currently meets the exceptions required for remote or rural schools in larger population counties to provide in-person instruction (see section 0d(3) of the *Ready Schools, Safe Learners* guidance).

☐ The school currently meets the exceptions required for smaller population counties to provide in-person instruction (see section 0d(4) of the *Ready Schools, Safe Learners* guidance).

☐ The school currently meets the exceptions required for schools in low population density counties (see section 0d(5) of the *Ready Schools, Safe Learners* guidance).

☐ The school currently meets the exceptions required for small districts to provide in-person instruction (see section 0d(6) of the *Ready Schools, Safe Learners* guidance).

1. Public Health Protocols

1a. COMMUNICABLE DISEASE MANAGEMENT PLAN FOR COVID-19

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Implement measures to limit the spread of COVID-19 within the school setting.	Dayton School District Pandemic Plan
☐ 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 established to train all staff in sections 1 - 3 of the *Ready Schools, Safe Learners* guidance. Consider conducting the training virtually, or, if in-person, ensure physical distancing is maintained to the maximum extent possible.	
☐ Protocol to notify the local public health authority (LPHA Directory by County) of any confirmed COVID-19 cases among students or staff.	

☐ Plans for systematic disinfection of classrooms, 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.
☐ Provide all logs and information to the LPHA in a timely manner.
☐ Protocol for screening students and staff for symptoms (see section 1f of the *Ready Schools, Safe Learners* guidance).
☐ Protocol to isolate any ill or exposed persons from physical contact with others.
☐ Protocol for communicating potential COVID-19 cases to the school community and other stakeholders (see section 1e of the *Ready Schools, Safe Learners* guidance).
☐ Create a system for maintaining daily logs for each student/cohort for the purposes of contact tracing. This system needs to be made in consultation with a school/district nurse or an LPHA official. Sample logs are available as a part of the Oregon School Nurses Association COVID-19 Toolkit.
  ● If a student(s) is part of a stable cohort (a group of students that are consistently in contact with each other or in multiple cohort groups) that conform to the requirements of cohorting (see section 1d of the *Ready Schools, Safe Learners* guidance), the daily log may be maintained for the cohort.
  ● If a student(s) is not part of a stable cohort, then an individual student log must be maintained.
☐ Required components of individual daily student/cohort logs include:
  ● Child's name
  ● Drop off/pick up time
  ● Parent/guardian name and emergency contact information
  ● All staff (including itinerant staff, district staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student
☐ Protocol to record/keep daily logs to be used for contact tracing for a minimum of four weeks to assist the LPHA as needed.
☐ Process to ensure that all itinerant and all district staff (maintenance, administrative, delivery, nutrition, and any other staff) who move between buildings keep a log or calendar with a running four-week history of their time in each school building and who they were in contact with at each site.
☐ Process to ensure that the school reports to and consults with the LPHA regarding cleaning and possible classroom or program closure if anyone who has entered school is diagnosed with COVID-19.
☐ Protocol to respond to potential outbreaks (see section 3 of the *Ready Schools, Safe Learners* guidance).	

1b. HIGH-RISK POPULATIONS

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Serve students in high-risk population(s) whether learning is happening through On-Site, 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.
● Appropriate medical-grade personal protective equipment (PPE) should be made available to nurses and other health providers.
● Work with an interdisciplinary team to meet requirements of ADA and FAPE.
● High-risk individuals may meet criteria for exclusion during a local health crisis.
● Refer to updated state and national guidance and resources such as:
   ○ U.S. Department of Education Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities from March 21, 2020.
   ○ ODE guidance updates for Special Education. Example from March 11, 2020.
   ○ OAR 581-015-2000 Special Education, requires districts to provide 'school health services and school nurse services' as part of the 'related services' in order 'to assist a child with a disability to benefit from special education.'
   ○ OAR 333-019-0010 Public Health: Investigation and Control of Diseases: General Powers and Responsibilities, outlines authority and responsibilities for school exclusion.	

1c. PHYSICAL DISTANCING

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Establish a minimum of 35 square feet per person when determining room capacity. Calculate only with usable classroom space, understanding that desks and room set-up will require use of all	

space in the calculation. This also applies for professional development and staff gatherings.	
☐ Support physical distancing in all daily activities and instruction, maintaining six feet between individuals to the maximum extent possible.	
☐ Minimize time standing in lines and take steps to ensure that six feet of distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc.	
☐ Schedule modifications to limit the number of students in the building (e.g., rotating groups by days or location, staggered schedules to avoid hallway crowding and gathering).	
☐ Plan for students who will need additional support in learning how to maintain physical distancing requirements. Provide instruction; don't employ punitive discipline.	
☐ Staff should maintain physical distancing during all staff meetings and conferences, or consider remote web-based meetings.	

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.	
☐ Students cannot be part of any single cohort, or part of multiple cohorts that exceed a total of 100 people within the educational week. Schools should plan to limit cohort sizes to allow for efficient contact-tracing and minimal risk for exposure.	
☐ Each school must have a system for daily logs to ensure 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 disinfecting surfaces (e.g., desks, door handles, etc.) must be maintained between multiple student uses, even in the same cohort.	
☐ Design cohorts such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers.	
☐ Staff who interact with multiple stable cohorts must wash/sanitize their hands between interactions with different stable cohorts.	

1e. PUBLIC HEALTH COMMUNICATION

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Communicate to staff at the start of On-Site instruction and at periodic intervals explaining infection control measures that are being implemented to prevent spread of disease.	
☐ Develop protocols for communicating with students, families and staff who have come into close contact with a confirmed case.	

● The definition of exposure is being within 6 feet of a COVID-19 case for 15 minutes (or longer).	
☐ Develop protocols for communicating immediately with staff, families, and the community when a new case(s) of COVID-19 is diagnosed in students or staff members, including a description of how the school or district is responding.	
☐ Provide all information in languages and formats accessible to the school community.	

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1f. ENTRY AND SCREENING

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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, or if anyone in their home or community living spaces has COVID-19. COVID-19 symptoms are as follows:
● Primary symptoms of concern: cough, fever (*temperature* greater than 100.4°F) or chills, shortness of breath, or difficulty breathing.
● Note that muscle pain, headache, sore throat, new loss of taste or smell, diarrhea, nausea, vomiting, nasal congestion, and runny nose are also symptoms often associated with COVID-19. More information about COVID-19 symptoms is available from CDC.
● 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 (lighter skin); greyish lips or face (darker skin)
  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. Staff members can self-screen and attest to their own health.
● Anyone displaying or reporting the primary symptoms of concern must be isolated (see section 1i of the **Ready Schools, Safe Learners** guidance) and sent home as soon as possible. See table "*Planning for COVID-19 Scenarios in Schools.*"
● Additional guidance for nurses and health staff.
 	
☐ Follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See table "*Planning for COVID-19 Scenarios in Schools.*"
☐ 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.
☐ 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.	

1g. VISITORS/VOLUNTEERS

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Restrict non-essential visitors/volunteers. ● Examples of essential visitors include: DHS Child Protective Services, Law Enforcement, etc. ● Examples of non-essential visitors/volunteers include: Parent Teacher Association (PTA), classroom volunteers, etc. ☐ Screen all visitors/volunteers for symptoms upon every entry. Restrict from school property any visitor known to have been exposed to COVID-19. See table "*Planning for COVID-19 Scenarios in Schools.*" ☐ Visitors/volunteers must wash or sanitize their hands upon entry and exit. ☐ Visitors/volunteers must maintain six-foot distancing, wear face coverings, and adhere to all other provisions of this guidance.	

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

OHA/ODE Requirements	Hybrid/Onsite Plan

☒ Face coverings or face shields for all staff, contractors, other service providers, or visitors or volunteers following CDC guidelines for Face Coverings. Individuals may remove their face coverings while working alone in private offices.
☐ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines for Face Coverings.
☐ If a student removes a face covering, or demonstrates a need to remove the face covering for a short-period of time:
● Provide space away from peers while the face covering is removed. In the classroom setting, an example could be a designated chair where a student can sit and take a 15 minute "sensory break;"
  o Students should not be left alone or unsupervised;
  o Designated area or chair should be appropriately distanced from other students and of a material that is easily wiped down for disinfection after each use;
● Provide additional instructional supports to effectively wear a face covering;
● Provide students adequate support to re-engage in safely wearing a face covering;
● Students cannot be discriminated against or disciplined for an inability to safely wear a face covering during the school day.
 	
☐ Face masks for school RNs or other medical personnel when providing direct contact care and monitoring of staff/students displaying symptoms. School nurses should also wear appropriate Personal Protective Equipment (PPE) for their role.
● Additional guidance for nurses and health staff.
 	
Protections under the ADA or IDEA
☐ If any student requires an accommodation to meet the requirement for face coverings, districts and schools should limit the student's proximity to students and staff to the extent possible to minimize the possibility of exposure. Appropriate accommodations could include:
● Offering different types of face coverings and face shields that may meet the needs of the student.	

- Spaces away from peers while the face covering is removed; students should not be left alone or unsupervised.
- Short periods of the educational day that do not include wearing the face covering, while following the other health strategies to reduce the spread of disease;
- Additional instructional supports to effectively wear a face covering;

☐ For students with existing medical conditions and a physician's orders to not wear face coverings, or other health related concerns, schools/districts **must not** deny any in-person instruction.

☐ Schools and districts must comply with the established IEP/504 plan prior to the closure of in-person instruction in March of 2020.
- If a student eligible for, or receiving services under a 504/IEP, **cannot** wear a face covering due to the nature of the disability, the school or district must:

    1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan including on-site instruction with accommodations or adjustments.
    2. Placement determinations cannot be made due solely to the inability to wear a face covering.
    3. Plans should include updates to accommodations and modifications to support students.
- Students protected under ADA/IDEA, who abstain from wearing a face covering, or students whose families determine the student will not wear a face covering, the school or district must:

    1. Review the 504/IEP to ensure access to instruction in a manner comparable to what was originally established in the student's plan.
    2. The team must determine that the disability is not prohibiting the student from meeting the requirement.
        o If the team determines that the disability is prohibiting the student from meeting the requirement, follow the requirements for students eligible for, or receiving services under, a 504/IEP who cannot wear a face covering due to the nature of the disability,
        o If a student's 504/IEP plan included supports/goals/instruction for behavior or social emotional learning, the school team must evaluate the student's plan prior to providing instruction through Comprehensive Distance Learning.
    3. Hold a 504/IEP meeting to determine equitable access to educational opportunities which may include limited in-person instruction, on-site instruction with accommodations, or Comprehensive Distance Learning.

☐ For students not currently served under an IEP or 504, districts must consider whether or not student inability to consistently wear a face covering or face shield as required is due to a disability. Ongoing inability to meet this requirement may be evidence of the need for an evaluation to determine eligibility for support under IDEA or Section 504.

☐ If a staff member requires an accommodation for the face covering or face shield requirements, districts and schools should work to limit the staff member's proximity to students and staff to the extent possible to minimize the possibility of exposure.

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Protocols for exclusion and isolation for sick students and staff whether identified at the time of bus pick-up, arrival to school, or at any time during the school day.	
☐ Protocols for screening students, as well as exclusion and isolation protocols for sick students and staff identified at the time of arrival or during the school day. ● Work with school nurses, health care providers, or other staff with expertise to determine necessary modifications to areas where staff/students will be isolated. If two students present COVID-19 symptoms at the same time, they must be isolated at once. If separate rooms are not available, ensure that six feet distance is maintained. Do not assume they have the same illness. ● Consider required physical arrangements to reduce risk of disease transmission. ● Plan for the needs of generally well students who need medication or routine treatment, as well as students who may show signs of illness. ● Additional guidance for nurses and health staff.	
☐ Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. Anyone providing supervision and symptom monitoring must wear appropriate face covering or face shields. ● School nurse and health staff in close contact with symptomatic individuals (less than 6 feet) should wear a medical-grade face mask. Other Personal Protective Equipment (PPE) may be needed depending on symptoms and care provided. Consult a nurse or health care professional regarding appropriate use of PPE. Any PPE used during care of a symptomatic individual should be properly removed and disposed of prior to exiting the care space. ● After removing PPE, hands should be immediately cleaned with soap and water for at least 20 seconds. If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol. ● If able to do so safely, a symptomatic individual should wear a face covering. ● To reduce fear, anxiety, or shame related to isolation, provide a clear explanation of procedures, including use of PPE and handwashing.	
☐ Establish procedures for safely transporting anyone who is sick to their home or to a health care facility.	
☐ Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms. Refer to table in *"Planning for COVID-19 Scenarios in Schools."*	
☐ Involve school nurses, School Based Health Centers, or staff with related experience (Occupational or Physical Therapists) in development of protocols and assessment of symptoms (where staffing exists).	
☐ Record and monitor the students and staff being isolated or sent home for the LPHA review.	

2. Facilities and School Operations

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

2a. ENROLLMENT

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Enroll all students (including foreign exchange students) following the standard Oregon Department of Education guidelines.	
☒ The temporary suspension of the 10-day drop rule does not change the rules for the initial enrollment date for students: ● The ADM enrollment date for a student is the first day of the student's actual attendance. ● A student with fewer than 10 days of absence at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year. ● If a student does not attend during the first 10 session days of school, the student's ADM enrollment date must reflect the student's actual first day of attendance. ● Students who were anticipated to be enrolled, but who do not attend at any time must not be enrolled and submitted in ADM.	
☐ If a student has stopped attending for 10 or more days, districts must continue to try to engage the student. At a minimum, districts must attempt to contact these students and their families weekly to either encourage attendance or receive confirmation that the student has transferred or has withdrawn from school. This includes students who were scheduled to start the school year, but who have not yet attended.	
☐ When enrolling a student from another school, schools must request documentation from the prior school within 10 days of enrollment per OAR 581-021-0255 to make all parties aware of the transfer. Documentation obtained directly from the family does not relieve the school of this responsibility. After receiving documentation from another school that a student has enrolled, drop that student from your roll.	
☐ Design attendance policies to account for students who do not attend in-person due to student or family health and safety concerns.	
☐ When a student has a pre-excused absence or COVID-19 absence, the school district should reach out to offer support at least weekly until the student has resumed their education.	
☐ When a student is absent beyond 10 days and meets the criteria for continued enrollment due to the temporary suspension of the 10 day drop rule, continue to count them as absent for those days and include those days in your Cumulative ADM reporting.	

2b. ATTENDANCE

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).	
☐ Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).	
☐ Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present.	
☐ Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance.	
☐ Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.	

2c. TECHNOLOGY

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Update procedures for district-owned or school-owned devices to match cleaning requirements (see section 2d of the ***Ready Schools, Safe Learners*** guidance).	
☐ Procedures for return, inventory, updating, and redistributing district-owned devices must meet physical distancing requirements.	

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.	● **Handwashing:**
☐ **Equipment:** Develop and use sanitizing protocols for all equipment used by more than one individual or purchase equipment for individual use.	● **Equipment:**
☐ **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.	● **Events:**
☐ **Transitions/Hallways:** Limit transitions to the extent possible. Create hallway procedures to promote physical distancing and minimize gatherings.	● **Transitions/Hallways:**
☐ **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 Property**:

personal items are brought to school, they must be labeled prior to entering school and use should be limited to the item owner.	

2e. ARRIVAL AND DISMISSAL

OHA/ODE Requirements	Hybrid/Onsite Plan

☐ Physical distancing, stable cohorts, square footage, and cleaning requirements must be maintained during arrival and dismissal procedures.
☐ Create schedule(s) and communicate staggered arrival and/or dismissal times.
☐ Assign students or cohorts to an entrance; assign staff member(s) to conduct visual screenings (see section 1f of the *Ready Schools, Safe Learners* guidance).
☐ Ensure accurate sign-in/sign-out protocols to help facilitate contact tracing by the LPHA. Sign-in procedures are not a replacement for entrance and screening requirements. Students entering school after arrival times must be screened for the primary symptoms of concern.
   ● Eliminate shared pen and paper sign-in/sign-out sheets.
   ● Ensure hand sanitizer is available if signing children in or out on an electronic device.
 	
☐ Ensure alcohol-based hand sanitizer (with 60-95% alcohol) dispensers are easily accessible near all entry doors and other high-traffic areas. Establish and clearly communicate procedures for keeping caregiver drop-off/pick-up as brief as possible.	

2f. CLASSROOMS/REPURPOSED LEARNING SPACES

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ **Seating:** Rearrange student desks and other seat spaces *s*o that staff and students' physical bodies are six feet apart to the maximum extent possible while also maintaining 35 square feet per person; assign seating so students are in the same seat at all times. ☐ **Materials:** Avoid sharing of community supplies when possible (e.g., scissors, pencils, etc.). Clean these items frequently. Provide hand sanitizer and tissues for use by students and staff. ☐ **Handwashing:** Remind students (with signage and regular verbal reminders from staff) of the utmost importance of hand hygiene and respiratory etiquette. Respiratory etiquette means covering coughs and sneezes with an elbow or a tissue. Tissues should be disposed of in a garbage can, then hands washed or sanitized immediately. ● Wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol.	● **Seating:** ● **Materials:** ● **Handwashing:**

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Keep school playgrounds closed to the general public until park playground equipment and benches reopen in the community (see Oregon Health Authority's Specific Guidance for Outdoor Recreation Organizations). ☐ After using the restroom students must wash hands with soap and water for 20 seconds. Soap must be made available to students and staff.	

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Before and after using playground equipment, students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol. ☐ Designate playground and shared equipment solely for the use of one cohort at a time. Disinfect at least daily or between use as much as possible in accordance with CDC guidance. ☐ Cleaning requirements must be maintained (see section 2j of the **Ready Schools, Safe Learners** guidance). ☐ Maintain physical distancing requirements, stable cohorts, and square footage requirements. ☐ Provide signage and restrict access to outdoor equipment (including sports equipment, etc.). ☐ Design recess activities that allow for physical distancing and maintenance of stable cohorts. ☐ Clean all outdoor equipment at least daily or between use as much as possible in accordance with CDC guidance. ☐ Limit staff rooms, common staff lunch areas, elevators and workspaces to single person usage at a time, maintaining six feet of distance between adults.	

2h. MEAL SERVICE/NUTRITION

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Include meal services/nutrition staff in planning for school reentry. ☐ Prohibit self-service buffet-style meals. ☐ Prohibit sharing of food and drinks among students and/or staff. ☐ At designated meal or snack times, students may remove their face coverings to eat or drink but must maintain six feet of physical distance from others, and must put face coverings back on after finishing the meal or snack. ☐ Staff serving meals and students interacting with staff at mealtimes must wear face shields or face covering (see section 1h of the **Ready Schools, Safe Learners** guidance). ☐ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol before meals and should be encouraged to do so after. ☐ Appropriate daily cleaning of meal items (e.g., plates, utensils, transport items). ☐ Cleaning and sanitizing of meal touch-points and meal counting system between stable cohorts. ☐ Adequate cleaning and disinfection of tables between meal periods. ☐ Since staff must remove their face coverings during eating and drinking, staff should eat snacks and meals independently, and not in staff rooms when other people are present. Consider staggering times for staff breaks, to prevent congregation in shared spaces.	

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).	

OHA/ODE Requirements	Hybrid/Onsite Plan

☐ Develop protocol for loading/unloading that includes visual screening for students exhibiting symptoms and logs for contact-tracing. This should be done at the time of arrival and departure.
 ●   If a student displays COVID-19 symptoms, provide a face shield or face covering (unless they are already wearing one) and keep six feet away from others. Continue transporting the student.
      o   The symptomatic student should be seated in the first row of the bus during transportation, and multiple windows should be opened to allow for fresh air circulation, if feasible.
      o   The symptomatic student should leave the bus first. After all students exit the bus, the seat and surrounding surfaces should be cleaned and disinfected.
 ●   If arriving at school, notify staff to begin isolation measures.
      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 when not actively driving and operating the bus.
 ☐ Inform parents/guardians of practical changes to transportation service (i.e., physical distancing at bus stops and while loading/unloading, potential for increased route time due to additional precautions, sanitizing practices, and face coverings).
 ☐ Face coverings or face shields for all students in grades Kindergarten and up following CDC guidelines applying the guidance in section 1h of the *Ready Schools, Safe Learners* guidance to transportation settings.	

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Clean, sanitize, and disinfect frequently touched surfaces (e.g. door handles, sink handles, drinking fountains, transport vehicles) and shared objects (e.g., toys, games, art supplies) between uses multiple times per day. Maintain clean and disinfected (CDC guidance) environments, including classrooms, cafeteria settings and restrooms. ☐ Clean and disinfect playground equipment at least daily or between use as much as possible in accordance with CDC guidance. ☐ Apply disinfectants safely and correctly following labeling direction as specified by the manufacturer. Keep these products away from students. ☐ To reduce the risk of asthma, choose disinfectant products on the EPA List N with asthma-safer ingredients (e.g. hydrogen peroxide, citric acid, or lactic acid) and avoid products that mix these with asthma-causing ingredients like peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds. ☐ Schools with HVAC systems should evaluate the system to minimize indoor air recirculation (thus maximizing fresh outdoor air) to the extent possible. Schools that do not have mechanical ventilation systems should, to the extent possible, increase natural ventilation by opening windows and doors before students arrive and after students leave, and while students are present.	

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

2k. HEALTH SERVICES

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ OAR 581-022-2220 Health Services, requires districts to "maintain a prevention-oriented health services program for all students" including space to isolate sick students and services for students with special health care needs. While OAR 581-022-2220 does not apply to private schools, private schools must provide a space to isolate sick students and provide services for students with special health care needs.	
☐ Licensed, experienced health staff should be included on teams to determine district health service priorities. Collaborate with health professionals such as school nurses; SBHC staff; mental and behavioral health providers; dental providers; physical, occupational, speech, and respiratory therapists; and School Based Health Centers (SBHC).	

2l. BOARDING SCHOOLS AND RESIDENTIAL PROGRAMS ONLY

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Provide specific plan details and adjustments in Operational Blueprints that address staff and student safety, which includes how you will approach: ● Contact tracing ● The intersection of cohort designs in residential settings (by wing or common restrooms) with cohort designs in the instructional settings. The same cohorting parameter limiting total cohort size to 100 people applies. ● Quarantine of exposed staff or students ● Isolation of infected staff or students ● Communication and designation of where the "household" or "family unit" applies to your residents and staff ☐ Review and take into consideration CDC guidance for shared or congregate housing: ● Not allow more than two students to share a residential dorm room unless alternative housing arrangements are impossible ● Ensure at least 64 square feet of room space per resident	

● Reduce overall residential density to ensure sufficient space for the isolation of sick or potentially infected individuals, as necessary; ● Configure common spaces to maximize physical distancing; ● Provide enhanced cleaning; ● Establish plans for the containment and isolation of on-campus cases, including consideration of PPE, food delivery, and bathroom needs.	

2m. SCHOOL EMERGENCY PROCEDURES AND DRILLS

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ In accordance with ORS 336.071 and OAR 581-022-2225 all schools (including those operating a Comprehensive Distance Learning model) are required to instruct students on emergency procedures. Schools that operate an On-Site or Hybrid model need to instruct and practice drills on emergency procedures so that students and staff can respond to emergencies. ● At least 30 minutes in each school month must be used to instruct students on the emergency procedures for fires, earthquakes (including tsunami drills in appropriate zones), and safety threats. ● Fire drills must be conducted monthly. ● Earthquake drills (including tsunami drills and instruction for schools in a tsunami hazard zone) must be conducted two times a year. ● Safety threats including procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety must be conducted two times a year. ☐ Drills can and should be carried out as close as possible to the procedures that would be used in an actual emergency. For example, a fire drill should be carried out with the same alerts and same routes as normal. If appropriate and practicable, COVID-19 physical distancing measures can be implemented, but only if they do not compromise the drill. ☐ When or if physical distancing must be compromised, drills must be completed in less than 15 minutes. ☐ Drills should not be practiced unless they can be practiced correctly. ☐ Train staff on safety drills prior to students arriving on the first day on campus in hybrid or face-to-face engagement. ☐ If on a hybrid schedule, conduct multiple drills each month to ensure that all cohorts of students have opportunities to participate in drills (i.e., schedule on different cohort days throughout the year). ☐ Students must wash hands with soap and water for 20 seconds or use an alcohol-based hand sanitizer with 60-95% alcohol after a drill is complete.	

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

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Utilize the components of Collaborative Problem Solving or a similar framework to continually provide instruction and skill-building/training related to the student's demonstrated lagging skills.	

☐ Take proactive/preventative steps to reduce antecedent events and triggers within the school environment.

☐ Be proactive in planning for known behavioral escalations (e.g., self-harm, spitting, scratching, biting, eloping, failure to maintain physical distance). Adjust antecedents where possible to minimize student and staff dysregulation. Recognize that there could be new and different antecedents and setting events with the additional requirements and expectations for the 2020-21 school year.

☐ Establish a proactive plan for daily routines designed to build self-regulation skills; self-regulation skill-building sessions can be short (5-10 minutes), and should take place at times when the student is regulated and/or is not demonstrating challenging behaviors.

☐ Ensure all staff are trained to support de-escalation, provide lagging skill instruction, and implement alternatives to restraint and seclusion.

☐ Ensure that staff are trained in effective, evidence-based methods for developing and maintaining their own level of self-regulation and resilience to enable them to remain calm and able to support struggling students as well as colleagues.

☐ Plan for the impact of behavior mitigation strategies on public health and safety requirements:
- Student elopes from area

  - o If staff need to intervene for student safety, staff should:
    - Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention.
    - Use the least restrictive interventions possible to maintain physical safety for the student and staff.
    - Wash hands after a close interaction.
    - Note the interaction on the appropriate contact log.

  - o *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
- Student engages in behavior that requires them to be isolated from peers and results in a room clear.

  - o If students leave the classroom:
    - Preplan for a clean and safe alternative space that maintains physical safety for the student and staff
    - Ensure physical distancing and separation occur, to the maximum extent possible.
    - Use the least restrictive interventions possible to maintain physical safety for the student and staff.
    - Wash hands after a close interaction.
    - Note the interaction on the appropriate contact log.

  - o *If unexpected interaction with other stable cohorts occurs, those contacts must be noted in the appropriate contact logs.
- Student engages in physically aggressive behaviors that preclude the possibility of maintaining physical distance and/or require physical de-escalation or intervention techniques other than restraint or seclusion (e.g., hitting, biting, spitting, kicking, self-injurious behavior).

  - o If staff need to intervene for student safety, staff should:

- Maintain student dignity throughout and following the incident.
- Use empathetic and calming verbal interactions (i.e. "This seems hard right now. Help me understand… How can I help?") to attempt to re-regulate the student without physical intervention.
- Use the least restrictive interventions possible to maintain physical safety for the student and staff
- Wash hands after a close interaction.
- Note the interaction on the appropriate contact log.

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

☐ Ensure that spaces that are unexpectedly used to deescalate behaviors are appropriately cleaned and sanitized after use before the introduction of other stable cohorts to that space.

Protective Physical Intervention

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

3. Response to Outbreak

3a. PREVENTION AND PLANNING

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Review the "*Planning for COVID-19 Scenarios in Schools*" toolkit.	
☐ Coordinate with Local Public Health Authority (LPHA) to establish communication channels related to current transmission level.	

3b. RESPONSE

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit.	
☐ Ensure continuous services and implement Comprehensive Distance Learning.	
☐ Continue to provide meals for students.	

3c. RECOVERY AND REENTRY

OHA/ODE Requirements	Hybrid/Onsite Plan
☐ Review and utilize the "*Planning for COVID-19 Scenarios in Schools*" toolkit.	

☐ Clean, sanitize, and disinfect surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, transport vehicles) and follow CDC guidance for classrooms, cafeteria settings, restrooms, and playgrounds. ☐ When bringing students back into On-Site or Hybrid instruction, consider smaller groups, cohorts, and rotating schedules to allow for a safe return to schools.	

ASSURANCES

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

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

This section does not apply to private schools.

☒ We affirm that, in addition to meeting the requirements as outlined above, our school plan has met the collective requirements from ODE/OHA guidance related to the 2020-21 school year, including but not limited to requirements from:
- Sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance,
- The ***Comprehensive Distance Learning*** guidance,
- The ***Ensuring Equity and Access: Aligning Federal and State Requirements*** guidance, and
- ***Planning for COVID-19 Scenarios in Schools***

☒ We affirm that we cannot meet all of the collective requirements from ODE/OHA guidance related to the 2020-21 school year from:
- Sections 4, 5, 6, 7, and 8 of the ***Ready Schools, Safe Learners*** guidance,
- The ***Comprehensive Distance Learning*** guidance,
- The ***Ensuring Equity and Access: Aligning Federal and State Requirements*** guidance, and
- ***Planning for COVID-19 Scenarios in Schools***

We will continue to work towards meeting them and have noted and addressed which requirement(s) we are unable to meet in the table titled "Assurance Compliance and Timeline" below.

4. Equity

4a. Principles in Action

OHA/ODE Requirements	Comprehensive Distance Learning

☒ 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.

4b. Decision Making that Centers Equity

OHA/ODE Requirements	Comprehensive Distance Learning
☒ 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.	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.

❏ 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.	
Comprehensive Distance Learning Model: Any effort to provide off-site or remote learning in 2020-21 requires in-depth and robust planning. To signal a shift in expectations and quality (made possible by continuous improvement, along with more time to plan, prepare, and practice), the term Comprehensive Distance Learning is used for the purposes of this guidance. ODE's full Comprehensive Distance Learning guidance provides additional considerations for schools when planning for distance learning. Each school choosing to operate only through Comprehensive Distance Learning must indicate the reason for this decision. 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). ❏ Students served under federal programs (e.g. Title I, IC, Title III, Title IV, Title VI, and IDEA) must receive the majority of services in a synchronous manner.	Comprehensive Distance Learning 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. Dayton School District will ensure all students have access to nutrition/meal services both on site and bus delivery. All comprehensive distance 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. Students served under Federal Programs will receive a majority of services in a synchronous manner utilizing specialty staff members. SPED students will have special designed instruction to meet IEP goals.

5. Instruction

5a.

OHA/ODE Requirements	Comprehensive Distance Learning
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	Dayton Grade School's model will follow our District platform for our parents, teachers and students will have a common place to access

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;
- 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

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.

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.

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.

In the CDL model Dayton Grade School will provide teacher-facilitated learning in a synchronous (either on-site or off-site) or asynchronous learning. 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 CDL will communicate our daily schedule and routine on our web page for our staff, families, and students.

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 CDL program will ensure that all students will be able to participate with opportunities for synchronous instruction, maintaining connections and interactions with peers and staff.

5b. Instructional Models

Comprehensive Distance Learning Model: Any effort to provide off-site or remote learning in 2020-21 requires in-depth and robust planning. To signal a shift in expectations and quality (made possible by continuous improvement, along with more time to plan, prepare, and practice), the term Comprehensive Distance Learning is used for the purposes of this guidance. ODE's full Comprehensive Distance Learning guidance provides additional considerations for schools when planning for distance learning. Each school choosing to operate only through Comprehensive Distance Learning must indicate the reason for this decision. 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	All comprehensive distance 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

provision of learning supports for students who qualify for Talented and Gifted (TAG). ❏ Students served under federal programs (e.g. Title I, IC, Title III, Title IV, Title VI, and IDEA) must receive the majority of services in a synchronous manner. See the Comprehensive Distance Learning Requirement Overview for a full list of requirements for CDL. ❏ Review and adhere to the requirements in Equity and Access: Aligning Federal and State Requirements.	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. Students served under Federal Programs will receive a majority of services in a synchronous manner utilizing specialty staff members. Special Education students will have access to specially designed instruction.

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). ⇨ Design schedules to maximize well-rounded learning opportunities, including access to physical education, music, health, art, etc., where appropriate safety considerations can be maintained. ⇨ Prioritize complex learning during in person or synchronous teacher-facilitated learning. ⇨ 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.	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 Comprehensive Distance Learning 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.

Assessment, Grading, and Reporting Progress for Hybrid and CDL Instructional Models Only	State level assessments will be given to students in identified grade levels and as directed in the Test Administration Guide.
Required	
❏ Plan for student participation summative assessments at required grade levels in English Language Arts (ELA), mathematics, and science, in the event that a statewide summative assessment administration is feasible in 2020-21.	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.
❏ Adhere to ODE's Administering the ELPA Screener in 2020-21 for identification of English learners (see CDL guidance).	
❏ 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.	

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.	
❏ Districts shall not make a decision for any student that limits opportunity to progress within a course sequence, or to determine grade promotion or retention, placement in an advanced course, sports, access to clubs/Career and Technical Student Organizations such as Future Farmers of America, forecasting opportunities, or modified diploma option for the 2020-21 school year based on performance during spring of 2020 during extended school closures.	Comprehensive Distance Learning 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. Cohorts will be created based on individual student needs and not based on program participation.
❏ 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).	
N/A❏ 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, 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.	

N/A❏ 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. ❏ Any cohort design must guarantee all students maintain access to general education, grade-level academic content standards, and peers. Students shall not be placed into full-time cohort groups based on any demographic or disability criteria (e.g., students with complex medical needs, students with IEPs, students receiving language services, etc.). Additionally, student cohorting shall not be determined by performance and/or level of engagement during Distance Learning For All (See Section 1d).	

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 Ready Schools, Safe Learners guidance must be followed along with the program specific requirements offered below.	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.

5g. Graduation 2020-21 and Post-Secondary Planning - Not applicable

The guidance for graduation in spring 2021 relates only to current high school seniors, as defined by students who first enrolled in ninth grade in the 2017-2018 school year or earlier (including 5th or 6th year seniors). This guidance does not apply to students who first enrolled in ninth grade in the 2018-19 school year or later, unless they have an early graduation plan. Required

❏ Hold students to requirements for an Oregon Regular Diploma, Oregon Modified Diploma, and

Oregon Extended Diploma subject-area and credit requirements (regardless of Instructional Model);

except for Essential Skills and Personalized Learning requirements for seniors (Career Related

Learning Experiences, Extended Application, and Education Plan and Profile) which have been

suspended.

6. Family, Community, Engagement

6a. Partnership in Planning

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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 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.

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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.

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.

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6b. Communication

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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.

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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.

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6c. Before and After School Programs -

Not Applicable

As schools and districts consider options for reopening and redesigning the school day, they should reach out proactively to before and after school partners. Not only do out-of-school time providers excel in building positive youth relationships and provide enriching activities to help ease the effects of isolation and learning loss from the pandemic, they are an essential support to families in need of childcare. The out-of-school time support systems many families relied upon are shrinking in the era of COVID-19, and the loss of these

resources disproportionately impacts our most marginalized and historically underserved communities. As schools and districts strive to find creative and effective ways to serve students, strengthening and expanding the connections and authentic cooperation between schools, families and community partners who provide these valuable resources should be included in planning efforts. The collective knowledge and experience in our communities is strong. School and learning does not exist in isolation, but rather within the broader context of community. All of these supports and relationships are valuable by themselves, but students and families thrive and prosper when purposeful collaboration and alignment of resources are realized. Many programs have been serving students and families as emergency care providers since the beginning of the pandemic and throughout the summer and bring a lot of expertise with health and safety protocols. They may already have tried successful systems that could be replicated. Schools are encouraged to align instructional models, objectives and priorities to accelerate and reinforce learning and to coordinate on-going staff training and communication mechanisms to ensure cohesive health and safety protocols and alignment to changing instructional models and goals. Community-based out-of-school time programs (e.g., Boys & Girls Clubs, YMCAs, Faith-Based Organizations, Culturally Specific Organizations, etc.) for school-age students operate under ELD guidance if they operate outside of a school facility. Out-of-school time services may be provided during the time in which students are not scheduled for inperson instruction in a Hybrid or On-Site instructional model. They may also assist in providing care for students while simultaneously providing accommodations to supplement Comprehensive Distance Learning. Requirements

❏ All 21st Century Community Learning Centers (Title IV-B) programs, regardless of where they provide service, are exempt from child care licensing requirements, and must follow Ready Schools, Safe Learners guidance, including completing an Operational Blueprint for Sections 1-3.

❏ School-Based out-of-school time programs must use Ready Schools, Safe Learners as official guidance.

❏ School-Based out-of-school time programs must be included in Operational Blueprints (Sections 0-3 only). ❏ School-Based out-of-school time programs must provide on-going staff training to ensure proper implementation of health and safety processes and protocols to ensure staff and student safety.

❏ To the extent practicable, out-of-school time programs operating in school facilities must apply the same cohorting structures as the school day. The goal of effective cohorting is to limit as much disruption to quality learning experiences, while maximizing safety and efficiency in contact tracing. Consider the logistics of after-school program space utilization to ensure that social distancing requirements are maintained and students are exposed to the fewest practicable number of other students and staff.

7. Mental, Social, and Emotional Health

7a. Planning

Required	Dayton School District is ready to respond to the mental, social and emotional health needs of students and staff. We have a Flight Team

❏ 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.	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 ❏ Support school personnel who meet criteria for high-risk populations (see section 1b). ❏ Develop protocols for communicating possible COVID-19 exposure to staff.	Dayton Grade School administrators will meet with staff who have self-identified as high-risk or who are living with high risk family members to collaboratively determine the best course of action to 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 ❏ 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.	The Operational Blueprint for Reentry will be shared with staff during inservice week and available to all of the community by being posted on our website after school board approval. Staff will be trained on the protocols and guidelines outlined in our Operational Blueprint for Reentry during inservice 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 Recommended ⇨ 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. ⇨ 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) ⇨ 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. ⇨ 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. ⇨ 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.	Dayton School District plans to ask the School Board to delay the start of the 2020-2021 school year by one week for students. During this time, staff will be trained in the district's expectations and procedures for the Comprehensive Distance Learning model. 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) ● 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 ● 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) Pending approval by the State Board of Education, Dayton Grade School and Dayton School District will create an inservice schedule to provide up to 90 hours of professional development to staff.

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*